

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

May 8-9, 2008

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

May 8, 2008 - Thursday
8:30 a.m.

CALL TO ORDER

- a. Pledge of Allegiance by MSDB's Kindergarten Class and Lewis and Clark's 2nd Grade Students
- b. Roll Call
- c. Statement of Public Participation
- d. Welcome Visitors
- e. Adopt Agenda

PUBLIC COMMENT

CONSENT AGENDA

- a. Items Pulled from Consent Agenda if Requested

INFORMATION ITEMS

❖ REPORTS – Patty Myers (Items 1 – 2)

Item 1 CHAIRPERSON'S REPORT
Patty Myers
Board of Public Education Appearances

Item 2 EXECUTIVE SECRETARY'S REPORT

NASBE WESTERN AREA MEETING
Steve Meloy

❖ CSPAC LIAISON - Angela McLean (Item 3)

Item 3 CSPAC REPORT

CSPAC APPOINTMENTS (Action)

INTERPRETER WORKGROUP
Peter Donovan

❖ REPORTS – Patty Myers (Items 4 – 6)

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Commissioner Sheila Stearns

Item 5	GOVERNOR'S OFFICE REPORT
	K – COLLEGE UPDATE Jan Lombardi
Item 6	STUDENT REPRESENTATIVE'S SURVEY REPORT Katie Wood

- ❖ GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Items 7 - 10)

10:30 a.m. Time Certain

Item 7	SUPERINTENDENT OF PUBLIC INSTRUCTION CANDIDATE Donald Eisenmenger, Libertarian Candidate
--------	--

DISCUSSION ITEMS

Item 8	NASBE 2008 LEGISLATIVE CONFERENCE Dr. Kirk Miller
Item 9	NO CHILD LEFT BEHIND UPDATE Nancy Coopersmith
Item 10	JOINT SUBCOMMITTEE WORK OF THE EDUCATION AND LOCAL GOVERNMENT COMMITTEE Patty Myers Pam Joehler, LFD Analyst

SPECIAL PRESENTATIONS

12:40 p.m. Time Certain

KINDERGARTEN CLASS AND THE “FAIRVIEW READING PROGRAM”
ROOM 16
Julie Dee Alt, MSDB Kindergarten Teacher

VISUALLY IMPAIRED PERFORMERS (VIP)
IMC STAGE
Sheryl Lute

COTTAGE ACTIVITIES
BPE BOARD MEETING ROOM
Maeona Lee, Supervising Counselor, MSDB Cottage Program

DISCUSSION ITEMS

- ❖ ASSESSMENT COMMITTEE - Sharon Carroll (Item 11)

Item 11	ASSESSMENT UPDATE Madalyn Quinlan
---------	---

INFORMATION ITEM

- ❖ GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Item 12)

2:00 p.m. Time Certain

Item 12 SUPERINTENDENT OF PUBLIC INSTRUCTION CANDIDATE
Sam Kitzenburg, Democratic Candidate

DISCUSSION ITEMS

- #### ❖ ACCREDITATION COMMITTEE- Storrs Bishop (Items 13-14)

**Item 13 REVISED INFORMATION LITERACY/LIBRARY MEDIA CONTENT AND PERFORMANCE STANDARDS
Colet Bartow**

Item 14 REVISED TECHNOLOGY CONTENT AND PERFORMANCE STANDARDS
Michael Hall

MEETING WILL BE CLOSED FOR ITEMS 15 – 17

INFORMATION ITEM

- #### ❖ LICENSURE COMMITTEE – Angela McLean (Items 15-17)

ACTION ITEMS

**Item 16 HEARING – DENIAL CASE NO. 2008-01 BPE
Steve Meloy and Kathleen Magone**

**Item 17 REVOCATION CASE NO. 2008-02 BPE
Steve Meloy and Kathleen Magone**

MEETING WILL BE OPEN FOR THE REMAINING ITEMS

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.

- ## ❖ EXECUTIVE COMMITTEE – Patty Myers (Items 18 - 20)

**Item 18 BPE AND BOR MEETING SCHEDULES
Steve Meloy**

Item 19 BPE JUNE 13, 2007 CONFERENCE CALL MEETING MINUTES

**Item 20 K-8 TRAFFIC SAFETY EDUCATION RESOLUTION
Nancy Coopersmith**

- ❖ ACCREDITATION COMMITTEE- Storrs Bishop (Items 21 - 26)

Item 21 **NOTICE OF AMENDMENT RELATING TO K-12 CONTENT STANDARDS & PERFORMANCE DESCRIPTORS FOR INFORMATION LITERACY/LIBRARY MEDIA AND TECHNOLOGY**
Colet Bartow and Michael Hall

*

May 9, 2008 – Friday

8:30 a.m.

- Item 22 **ADDENDUM TO 2007-2008 ACCREDITATION STATUS
RECOMMENDATIONS**
 AI McMilin
- Item 23 **PROGRESS REPORT AND RECOMMENDATIONS FOR REVISED 2006-2007
IMPROVEMENT PLANS FOR SCHOOLS WITH ADVICE OR DEFICIENCY
ACCREDITATION STATUS**
 AI McMilin
- Item 24 **PROGRESS REPORT AND RECOMMENDATIONS ON ON-SITE
ACCREDITATION VISITS FOR SCHOOLS WITH CONTINUING SERIOUS
ACCREDITATION DEVIATIONS**
 AI McMilin
- Item 25 **ALTERNATIVE STANDARD REQUESTS - RECOMMENDATIONS**
 AI McMilin
- Item 26 **BASE AID PAYMENT SCHEDULE**
 Nancy Coopersmith

10:00 a.m. Time Certain

INFORMATION ITEM

- ❖ **GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Item 27)**

- Item 27 **MONTANA QUALITY EDUCATION COALITION (MQEC) REMEDY
RECOMMENDATIONS**
 Dr. Bruce Messinger

ACTION ITEMS

- ❖ **DISTANCE LEARNING TASK FORCE – Dr. Kirk Miller (Item 28)**

- Item 28 **PRELIMINARY RECOMMENDATIONS FROM THE DISTANCE LEARNING
TASK FORCE PHASE II (DLTFII)**
 Dr. Kirk Miller and Bud Williams

- ❖ **LICENSURE COMMITTEE – Angela McLean (Item 29)**

- Item 29 **RECOMMENDED APPROVAL OF THE CARROLL COLLEGE MAJOR IN
HEALTH AND PHYSICAL EDUCATION K-12 TEACHING ENDORSEMENT**
 Dr. Linda Vrooman Peterson

INFORMATION ITEMS

- ❖ **REPORTS – Patty Myers (Item 30)**

- Item 30 **STATE SUPERINTENDENT'S REPORT**

INDIAN EDUCATION REPORT
State Superintendent Linda McCulloch

❖ MSDB LIAISON – Patty Myers (Item 31)

Item 31

MSDB COMMITTEE MEETING REPORT
Steve Gettel

PRELIMINARY AGENDA ITEMS – July 9-11, 2008

Wednesday, July 9, 2008

5-Year Strategic Planning Session

Thursday and Friday, July 10-11, 2008

Strategic Meeting – Review Bylaws and Operational Rules

Assessment Update

NCLB Update

MACIE Update

Annual GED Report

Special Education Report

Distance Learning

**JOINT/CERTIFICATION STANDARDS AND PRACTICES ADVISORY
COUNCIL/BOARD OF PUBLIC EDUCATION**
MEETING MINUTES

March 6-7, 2008

**CARROLL COLLEGE
SIENA ROOM
1601 NORTH BENTON AVE
HELENA, MT 59601**

DRAFT

March 6, 2008 - Thursday
8:30 a.m.

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:45 a.m. on Thursday, March 6, 2008. Ms. Patty Myers led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers noted the following changes on the agenda: There will be no Commissioner of Higher Education's Report due to Commissioner Sheila Stearns attending the Board of Regents meeting in Dillon, MT; MACIE Report will be presented when the Board of Public Education reconvenes at 1:15 p.m. on Thursday; MSDB Superintendent Performance Evaluation & Contract Extension and MSDB Committee Meeting Report will be presented at the end of the day on Thursday; Governor's Office Report will be presented first thing on Friday; and Ms. Holly Raser, Democratic Candidate for the Superintendent of Public Instruction will present after Dr. Claudette Morton from 10:00 a.m. – 10:30 a.m. on Friday.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Dr. Kirk Miller, Mr. Storrs Bishop, Mr. Bernie Olson, and Ms. Katie Wood. Certification Standards and Practices Advisory Council members present include: Chairperson Dr. Douglas Reisig, Dr. Mary Susan Fishbaugh, Ms. Tonia Bloom, Ms. Kim Warrick, and Ms. Judie Woodhouse. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; Ms. Anneliese Warhank, Administrative Assistant, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio member State Superintendent Linda McCulloch was in attendance. Ms. Jan Lombardi represented ex-officio member Governor Brian Schweitzer. Council of Deans present included: Dr. Larry Baker, MSU Bozeman; Ms. Cindy O'Dell, Salish Kootenai College; Dr. Mary Susan Fishbaugh, MSU Billings; Dr. Lynette Zuroff, Carroll College; Dr. Barbara Vail, Rocky Mountain College; and Dr. Bobbie Evans, University of Montana. Visitors in attendance at the meeting included Mr. Bud Williams, Deputy Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Eric Feaver, MEA-MFT; Ms. Anna Green, Governor's Office; Ms. Elizabeth Keller, OPI; Dr. Jayne Downey, MSU Bozeman; Dr. Jo Swain, Rocky Mountain College; Ms. Patricia Chlouber, Regional Representative, U.S. Department of Education; Ms. Colet Bartow, Library Media Specialist, OPI; Mr. Voyd St. Pierre, Superintendent, Rocky Boy Public Schools; Ms. Beck McLaughlin, Montana Arts Council; Mr. Darrell Rud, School Administrators of Montana, Ms. Cathy Kendall, Health Enhancement Division Administrator, OPI; Mr. Bob Vogel, Montana School Board's Association; Ms. Madalyn Quinlan, Chief of Staff, OPI; Ms. Gloria Lambertz, Carroll College; Dr. Claudette Morton, Democratic Superintendent of Public Instruction Candidate; Ms. Holly Raser, Democratic Superintendent of Public Instruction Candidate; Dr. Stevie Schmitz, Rocky Mountain College; Mr. Al McMilin, OPI; Ms. Karen Crogan, OPI; Ms. Judy Snow, Assessment, OPI; Ms. Maxine Mogeot, State Director/Fiscal Officer, OPI; Mr. Steve Gettel, Superintendent, Montana School for the Deaf and Blind (MSDB); Mr. Bill Sykes, MSDB; and Mr. Geoffrey Feiss, Montana Telecommunications Association.

PUBLIC COMMENT

There was none.

MOTION: Dr. Kirk Miller moved to approve the agenda as revised. Ms. Angela McLean seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

CONSENT AGENDA

Items Pulled from Consent Agenda if Requested

No items were pulled.

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

Items are presented in the order in which they appeared.

BPE/CSPAC JOINT MEETING

Ms. Myers turned the floor over to Dr. Reisig. He took the time to thank the Board, Staff, OPI, MEA-MFT, and his CSPAC colleagues.

ITEM 1 CSPAC ANNUAL REPORT - Dr. Douglas Reisig

Dr. Reisig gave a brief overview of various topics the Council discussed over the past year. He also presented the Board of Public Education with the 2007 Annual Report of the Montana Certification Standards and Practices Advisory Council. This report included six fundamental ideals needed to maintain high performing schools in Montana. These ideals are: 1) insist on effective district, school, and classroom leadership/governance 2) hold high expectations for administrators and teachers; 3) Montana administrators and teachers should target low-performing students...starting with reading and mathematics 4) Montana administrators, teachers, and schools should align, manage, and monitor curriculum 5) Montana administrators, teachers, and schools should create a culture of data and assessment literacy 6) Montana administrators, teachers, and schools should build and sustain institutional capacity. Dr. Reisig ended the presentation by showing the Reflections PowerPoint shown at the previous day's CSPAC meeting addressing the humanitarian aspect of teacher mentoring. Much like at the CSPAC meeting, the presentation was well received by the Board.

ITEM 2 MARCH 5, 2008 MEETING SUMMARY - Dr. Douglas Reisig

Dr. Reisig gave an overview of the March 5, 2008 CSPAC meeting throughout the remaining items on the day's joint agenda.

ITEM 3 CSPAC ACTIVITIES - Dr. Douglas Reisig

Dr. Reisig stated the Council has been discussing the possibility of implementing teacher mentoring programs into schools across the state. Ms. McLean asked about any research being done with four day schools. Dr. Reisig said CSPAC could look at the research and report back to the Board. Mr. Meloy said using research money to look at other states might not be as good of a use as facilitating it for an eventual implementation of Class 8 language. Along with Mr. Donovan, Mr. Meloy conducted a survey through National Association of State Boards of Educators to see what other states are doing in this area. Mr. Meloy feels other states will look at the work of the Board to see what is being done to credential, qualify and certify college faculty teaching in the K-12 environment since there is not many models out there at this time. Until it is implemented, the Board and Council can determine how to utilize the research fund.

ITEM 4 PROGRESS ON CSPAC GOALS - Dr. Douglas Reisig

Some of the long term goals for the Council are to review Chapter 57/58, distance learning/dual credit,

mentoring research, school safety issues concerning threshold behaviors, and the MSDB interpreter qualifications.

ITEM 5 DISCUSSION OF POSSIBLE RESEARCH PROJECTS

Dr. Reisig informed the Board of the Council's plans to research the possibility of creating an Area of Special Permissive Competency for Mentoring; dual credit; and Class 8 licensure.

JOINT CSPAC/BPE/MONTANA COUNCIL OF DEANS OF EDUCATION MEETING

**Carroll College Siena/Ross Room
1601 N. Benton Ave
Helena, MT 59625**

March 6, 2008 - Thursday
10:30 – 11:30 a.m.

ITEM 1 THE NEED TO ESTABLISH A STATE-WIDE DATA SYSTEM FOR TEACHERS TO INFORM POLICY DECISIONS

Dr. Larry Baker spoke before the Board and Council about the need to develop a long range plan to address current and future needs, and the supply of licensed professionals to teach in our public schools. The data system is hoped to aid in tracking and predicting future needs by content and endorsement areas, this would enable the state to address teacher shortages. In phase one, the Montana Council of Deans of Education (MCDE) will create and maintain a longitudinal database for the specific purpose of tracking individual college students who are preparing to become teachers in all the institutions across the state. Ms. Cindy O'Dell mentioned this could help increase the number of Native Americans in teacher education programs. Dr. Mary Susan Fishbaugh stated they need to look at students post-graduation to see where they go. Dr. Baker said the plan would be projected for the next five years during which time the University System as a whole should work alongside OPI. State Superintendent McCulloch stated that OPI went before the Legislature to request money for a teacher staffing component and to help them track progress through the Achievement in Montana program. Dr. Baker stated even if there are no funds provided, MCDE still needs to work towards this goal.

ITEM 2 REVIEW OF TEACHER INTERNSHIP PROGRAMS

MCDE began talking about the internship programs following the Education Forum. The OPI Internship Program allows for an addition of teaching endorsements to a Montana educator license. Currently, there are 192 participants from various institutions of higher education across the state seeking endorsements in a wide range of areas. MDCE hopes to alter several aspects of the program:

- Strengthen criteria for entrance/exit from the internship program and assure consistency across institutions
- Increase consistency in program oversight across institutions—mentoring, supervising, and student teaching
- Charge the MCDE with discussion regarding duplication of internship program content areas—different institutions assume responsibility for different internship content areas
- Develop and maintain internship program data across institutions—admissions, completions, and retention in applying schools
- Financial resources are necessary for proper implementation of the internship program—financial responsibility may be shared among constituents but requires discussion

Dr. Vrooman Peterson explained the project had started as the Chapter 57 review in hopes of bringing more teachers from out-of-state to be licensed and endorsed in Montana. This was seen as one way to bring more educators to rural schools. The rule itself sits in Chapter 55. Dr. Baker concluded by reading a comment an internship student made showing the passion and the plea of the students for this program to expand and improve.

ITEM 3 ACCREDITATION OF UNIVERSITIES AND EDUCATOR PREPARATION PROGRAMS

Dr. Bobbie Evans spoke about the rise of online universities and the difficulties OPI and brick and mortar schools face when defining what constitutes a quality education. According to last years document from OPI, many candidates who applied for a license in the state graduated from universities with state accreditation, not national accreditation; such as the National Council for Accreditation of Teacher Education. Due to the rise of online universities and state accredited programs there is a need to develop and implement a system to evaluate teacher education programs which are not nationally accredited. It is because of this Dr. Evans suggested the convergence of the conversations on key issues in Chapter 57 and 58. She also spoke about the difficulties newly graduated educators face when determining where they should go to teach—do they stay in state, as many would like, or do they leave and receive a higher income? To combat the alluring income other states have to offer, Montana universities are working hard to present the other elements these states hold; such as the higher costs of living. Ms. Elizabeth Keller stated the next steps are to develop a stronger definition of accreditation for Montana's ARM Rules, work with the OPI's Educator Licensure unit and CSPAC, define an evaluation process, and determine which party has the burden of proof: the candidate or the teacher educator program. These steps will all be addressed by the Chapter 57 workgroup.

BOARD OF PUBLIC EDUCATION MEETING
Carroll College Siena/Ross Room
1601 N. Benton Ave
Helena, MT 59625

March 6, 2008 – Thursday

1:15 p.m.

INFORMATION ITEM

Item 10 MACIE UPDATE - Norma Bixby

Mr. Voyd St. Pierre, Vice Chair of the Montana Council on Indian Education, provided the MACIE Update versus Ms. Norma Bixby. MACIE requested that the Certification Standards and Practices Advisory Council (CSPAC), the Board of Public Education (BPE), and the Office of Public Instruction (OPI) develop a profile of American Indian students in special education to determine if there is a disproportionate representation of American Indian students in special education. It is recommended that the study be carried out through the CSPAC research fund and other resources by September 2008. The agenda for the MACIE meeting that occurred on January 30, 2008 in Helena, MT was included.

The following points that Mr. Voyd St. Pierre stressed from the MACIE meeting included:

1. Distance learning is a vital part of credit recovery for Native American students. Mr. Steve Meloy brought valuable information in regard to distance learning to the MACIE Meeting on January 30, 2008
2. Mr. Tim Harris, OPI, expressed concern in the belief that the Native American population is overrepresented in special education. It was address that CSPAC's research money be used to do a study that determines whether or not there is an over population as noted earlier and be ready by September-November 2008. OPI has a great database and may just need some refinement to obtain that data. Mr. Voyd St Pierre stressed the need for the parents to be involved in their children's education
3. Dr. Linda Vrooman Peterson addressed that Indian Education for All is vital. Prospective teachers need a strong base of technology and need assistance in professional development
4. There are a variety of professional development grants available. There are many resources available to use for Indian Education. There continues to be a large achievement gap according to the data received from the 2007 Criterion Reference Test (CRT)
5. Annual MIEA Conference April 24-26,2008, Hilton Garden Inn, Missoula, MT

Item 1 CHAIRPERSON'S REPORT - Patty Myers

CHAIR APPEARANCES

- 2/2/2008 Teacher of the Year Conference in Dallas, TX – Presented on Working with Policy Makers
- 2/4/2008 American Association of University Women – Great Falls, MT
- 2/11/2008 First Lady Nancy Schweitzer & Ms. Jan Lombardi attended Ms. Patty Myers' 2nd grade classroom at Lewis and Clark Elementary in Great Falls, MT
- 2/26/2008 MSDB Committee Meeting - Great Falls, MT

Ms. Patty Myers distributed Volume 92, No. 5, February 2008 national publication of the American Federation of Teachers. She mentioned upcoming meetings and passed around a document titled: The Turnaround Challenge: Why America's Best Opportunity to Dramatically Improve Student Achievement Lies in our Worst-performing Schools. This document was prepared through a grant from the Bill and Melinda Gates Foundation.

BOARD OF PUBLIC EDUCATION APPEARANCES - Calendar Provided of Board Members and Staff Appearances for January, February, and March

Ms. Angela McLean

- 1/15/2008 Conference Call with Distance Learning Task Force Phase II
- 1/30/2008 Conference Call Planning Session for Safety Awareness Meeting
- 2/13/2008 Chaired Safety Awareness Meeting – Helena, MT
- 3/3/2008 Ms. Angela McLean's We the People Students had lunch in Helena, MT with the Board of Public Education staff which consisted of: Mr. Peter Donovan, Ms. Anneliese Warhank, and Ms. Carol Will. Students won first place in the We the People Competition and will be attending the national competition in Washington, D.C. Congratulations to Anaconda High School Students!

Dr. Kirk Miller

- 1/15/2008 Distance Learning Task Force Phase II – Helena, MT
- 1/24–26/2008 NASBE Government Affairs Committee – Alexandria, VA
- 1/29/2008 Conference Call regarding DLTFII Teacher Qualification Subgroup
- 2/7/2008 Conference Call regarding Class 8 Education Faculty License
- 2/12/2008 Conference Call regarding DLTFII Working Group Meeting
- 2/19/2008 Conference Call regarding DLTFII Working Group Meeting
- 2/25/2008 Conference Call regarding DLTFII Working Group Meeting

Mr. Storrs Bishop

- 1/15/2008 Distance Learning Task Force Phase II – Helena, MT
- 2/27/2008 MSDB Strategic Planning Session – Helena, MT

Mr. Bernie Olson

- 2/26/2008 MSDB Committee Meeting – Great Falls, MT
- 2/27/2008 MSDB Strategic Planning Session – Helena, MT

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

Listed is a small sampling of the work before the Board of Public Education and its Executive Secretary. Mr. Steve Meloy provides weekly updates to the Board to keep them abreast of events.

- Federal audit will be completed in the fall of 2008
- Internal control policies for the agency are being audited as well
- Welcome Mr. Bernie Olson – Thanks for jumping in to MSDB Strategic Planning
- The Board of Public Education is spending more time and money on processing appeals of revocations and denials. Many of these revocations are related to inappropriate internet online cases. Ms. Beda Lovitt, Administrative Law Judge, has been hired as the hearing examiner for

many of these revocation cases. The Office of Public Instruction stated there will be more cases

- Continue to work with the Legislative Fiscal Division on the fiscal responsibility processes for SB 152 and the effectiveness of the accreditation standards
- ITSD Plan includes a supplemental request to move the Board of Public Education to a paperless meeting
- Extensive work on sub-committee of the Distance Learning Task Force Phase II entertaining new "class 8" licensure
- Participating in the screening process for the Deputy Commissioner of Higher Education
- Attended the School Law Education for School Administrators Stakeholder meeting on February 21, 2008 to discuss the foundation of school law concepts and how the process is working
- The Montana Association of School Superintendents (MASS) will meet on March 31, 2008 in Helena

KINDERGARTEN TO COLLEGE WORKGROUP REPORT

On January 31, 2008 the K-College Workgroup had a presentation by the Commissioner of Labor, Mr. Keith Kelly on how to prepare youth for jobs in the new global economy. Mr. Steve Meloy presented the progress of the Distance Learning Task Force Phase II (DLTFII) on the issues surrounding dual enrollment. The next meeting is scheduled for April 1, 2008 and Ms. Barbie Ross from Apple will discuss some of the initiatives that have been completed.

LEARNING FIRST ALLIANCE REPORT

On January 23, 2008 was another meeting for the Learning First Alliance to bring education associations to band together around a compelling vision. A topic discussed was to apprise the needs of the "whole child" and answer the question about what assessments are needed to measure what is significant in a global society. There are presently 18 members nationally such as the National Association of State Boards of Education (NASBE), National Education Association (NEA), and National School Boards Association (NSBA). Another meeting will be schedule in the near future.

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan was very brief in his report due to the joint meeting between CSPAC and the Board of Public Education. He extended his gratitude to Dr. Douglas Reisig and all CSPAC Members for their efforts toward the work of the Advisory Council on behalf of the Board. Mr. Peter Donovan expressed his thanks to the Council of Deans for their attendance and participation in the joint meeting that morning. Standards for interpreters were presented under Item 29 and the National Association of State Directors of Teacher Education and Certification (NASDTEC) Communicator was provided to outline the 80th Annual Conference June 1-4, 2008 in Westin Providence, Providence, Rhode Island.

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

State Superintendent Linda McCulloch presented to the Board January and February highlights of events along with the following points of interest:

- Superintendent communicates to congressional delegation
- Mary Gallagher hired as Director of Early Assistance Program
- Montana Teen Alcohol Report Available
- OPI announces new E-grants coordinator
- AIM – Spring attendance collection from February 1 – February 16, 2008
 - Program participation collection from March 1 – March 26, 2008
 - Test window attendance collection from March 12-March 26, 2008
- NAEP news
- School finance staff announcements
- Quality Educator Loan Assistance Program – application will be posted on the Montana Guaranteed Student Loan Program's website at <http://www.mgslp.org>. Applications must be received by May 31, 2008.
- Library media and technology content standards revision

- Kim Warrick – hired as the new curriculum specialist in the area of middle school and at-risk
- April 28-29, 2008, OPI Statewide Assessment Conference in Helena, MT
- Renee Harris was hired as the new Health Occupations Specialist
- Elimination of Federal Medicaid payments

State Superintendent Linda McCulloch provided a copy of the letter that was written to Representative Dennis Rehberg and Cc'd to Senator Max Baucus and Senator Jon Tester on February 29, 2008 in regard to the Office of Public Instruction's opinion of Representative Don Young's bill – **HR 648 No Child Left Behind Improvements Act of 2007**. OPI acknowledged a number of "fixes" that make good sense and help Montana schools in addition to changes that made sense, even though they have little impact on Montana schools. Even though these improvements are real, they do not address the serious problem with the basic structure of the No Child Left Behind Act. OPI continued to list six fatal flaws that hurt education:

1. 100% proficiency is unrealistic even if it is a noble and worthy goal
2. Multiple measures are needed in reading and math. What about the other subjects? Can the students apply the knowledge? Engage in critical thinking? Etc...
3. School funding limitations prohibit schools from hiring teachers with multiple majors to meet the demands of the "highly quality teacher" rules
4. NCLB has changed local control to federal control
5. Funding is inadequate
6. The accountability measures of NCLB serve only to increase public unease about public education, without helping the schools improve

State Superintendent Linda McCulloch included some additional factors in her opinion, beyond Representative Don Young's amendments, that should be included to improve the ESEA:

- Have more measures to determine school success and set realistic goals
- When there are consequences, make them helpful for improving school rather than the opposite
- Fully fund good federal requirements like IDEA
- Put local school boards back in charge of public education in Montana and return the federal government to its former primary role of general support and supplementation for special populations
- Give states flexible guidelines to pick the school most in need
- Give states adequate resources to address the schools picked as "most in need."
- Provide "best practices" technical help to those schools using state and national resources
- Use other federal and state resources to attack the sources of poverty at the root

Another letter was presented to Senator Max Baucus dated January 31, 2008 asking him to advocate for the school renovation/construction and Title V funding for No Child Left Behind since he is the Chairman of the U.S. Senate Committee on Finance and believes that these items will create jobs, infuse money into the local economy, and help education in Montana and across the nation.

A memorandum, dated March 4, 2008, was presented from Ms. Colet Bartow, Library Media Curriculum Specialist, on the Library Media and Technology Content Standards progress report. The report showed the process facilitating the revision. Ms. Colet Bartow and Mr. Michael Hall shared a YouTube presentation titled "Medieval Help Desk". <http://www.youtube.com/watch?v=xFAWR6hzZek>

INDIAN EDUCATION REPORT

The Indian Education Report included the following points:

- OPI Indian Education website located at <http://www.opi.mt.gov/IndianEd> is under construction which will make it more user-friendly and accessible
- Process guide for realizing Indian Education for All is available on the website at <http://www.opi.mt.gov/PUB/PDF/IndianEd/08ProcessGuide.pdf>
- Indian Education for All music curriculum is online at <http://www.opi.mt.gov/pdf/IndianEd/Curric/MoreThanDrums2008.pdf>
- Indian Legal Education for All
- Montana Indian Education Association (MIEA) Annual Conference, April 24-26, 2008 in Missoula
- Indian Education for All 101 online course – FREE

- Digital teacher workshops for teachers of Native American students
- Fort Peck tribal history project
- Indian Education for All Best Practices Conference, May 8-9, 2008 at the Crowne Plaza in Billings
- Indian Education for All Ongoing Initiatives from July 2007 – March 2008
- Indian Student Achievement Ongoing Initiatives from July 2007 – March 2008

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

No report from the Commissioner of Higher Education due to the fact that the Board of Regents are meeting at the University of Montana - Western in Dillon, MT.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

Ms. Katie Wood sent out questionnaires about college preparedness to 12 different schools in the state. To date she has only received responses from 5 schools. The students that responded are from freshmen to seniors and a mix of boys and girls. Ms. Katie Wood does not know how the schools selected the students. The questions are:

- How prepared do you feel for college?
- For what part of college do you feel you need to prepare for better?
- What do you think your teachers/school needs to do to help you fully prepare for college?
- What is your idea of being "prepared" for college?
- Do you know what remediation tests are?

The most interesting response was that many students felt they need more college-like lectures and tasks or heavier college-like work loads to be better prepared.

3:00 p.m. Time Certain

Item 8 NO CHILD LEFT BEHIND - Patricia Chlouber, Regional Representative, U.S. Department of Education

Ms. Pat Chlouber brings greetings from the Secretary of Education, Margaret Spellings to the state of Montana. Ms. Pat Chlouber acknowledged that No Child Left Behind (NCLB) has become a moving target, but noted there have been substantial increases in student performance since it became law. This law has become the new civil rights for students in the United States because it doesn't just guarantee a seat in a classroom, it guarantees a quality education. States must continue to stay true to high standards, quality testing, quality teachers, and remain accountable. Ms. Pat Chlouber distributed the following documents: [The Teaching Ambassador Fellowship](#) and [Empowering Parents School Box](#).

Much discussion ensued concerning the letter that was written to Representative Dennis Rehberg and Cc'd to Senator Max Baucus and Senator Jon Tester on February 29, 2008 in regard to the Office of Public Instruction's opinion of Representative Don Young's bill – **HR 648 No Child Left Behind**

Improvements Act of 2007 that was presented during item 4. Ms. Pat Chlouber stated that she would address State Superintendent Linda McCulloch's suggestions to the Secretary of Education, Margaret Spellings. She stressed that Montana's achievement trends are higher than the national trends and Montana should be proud of the work that is occurring within the state. In addition, she noted that Montana will be significantly affected by the financial cuts made in Reading First.

Discussion continued in regard to Mr. Bernie Olson's question about how home schooling fits under the NCLB Act in Montana. State Superintendent Linda McCulloch stated that approximately 2-3% of students in Montana are home schooled and there is no accountability beyond notifying the county superintendents of who is being home schooled. Ms. Pat Chlouber acknowledged that there are a percentage of students being missed through private schools as well. If a student is using federal funds they need to be assessed and held accountable. Discussion continued about the accountability of all students.

Item 9 GOVERNMENT AFFAIRS COMMITTEE – NASBE MEETING - Dr. Kirk Miller

Dr. Kirk Miller presented the Board with notes he completed from the Government Affairs Committee NASBE Meeting that occurred on January 25-26, 2008 in Alexandria, VA. Mr. Doug Mesecar, Mr. Patrick Rooney, and Ms. Karen Kuzmich from the U.S. Department of Education Staff presented overviews at the

Government Affairs Committee Meeting concerning communication and growth models of the reauthorization of NCLB, graduation rates, interventions, school choice, and Dashboards. Mr. Roberto Rodriguez, Chief Aide to Chairman Ted Kennedy (D-MA), presented Senator Kennedy's viewpoints of NCLB legislation. Some identified goals include closing the achievement gap, getting resources to those in need, and taking on new challenges that should be addressed in ESEA. Mr. Loyd Horwich, Aide to Representative Dale Kildeer, Chairman, House Education Reform Subcommittee presented Chairman Kildeer's viewpoints of the NCLB legislation. Chairman Kildeer hopes the following three concepts from the reauthorization are: growth models, multiple indicators, and differentiated interventions. In conclusion, the Government Affairs Committee meeting closed with review and discussion.

Dr. Kirk Miller will be attending the NASBE Legislative Conference in Washington D.C., March 13-14, 2008 and plans to meet with Senator Jon Tester, Senator Max Baucus, and Representative Dennis Rehberg. He will reemphasize what State Superintendent Linda McCulloch stressed in her letters that were sent on February 29, 2008 in regard to the Office of Public Instruction's opinion of Representative Don Young's bill – **HR 648 No Child Left Behind Improvements Act of 2007** that was presented during item 4.

Item 11 ANNUAL SCHOOL NUTRITION REPORT - Christine Emerson

Ms. Christine Emerson was ill. She will reschedule this presentation for the July 10-11, 2008 Board of Public Education Meeting.

Item 12 MONTANA TEAM ASTHMA PROJECT AND THE SCHOOL WELLNESS PROGRAM REPORT - Cathy Kendall, Bob Vogel, and Steve Meloy

This presentation highlighted selected activities in the areas of health and wellness being planned and implemented by the Health Enhancement Division. The *Montana School Wellness in Action! A Step-By-Step Guide to School Wellness Policy Implementation* was presented. This guide provides practical, step-by-step approach to putting a School Wellness Policy into action. Included are ideas and strategies for improving both the nutrition and physical activity environments from Montana schools. These strategies take into account important considerations such as acceptance of change by stakeholders (students, parents, teachers, administrators, food service workers and more) as well as financial viability concerns associated with changes in the school environment. An overview of the step-by-step approach to School Wellness Policy implementation is as follows:

1. Form a Wellness Committee
2. Communicate with Stakeholders
3. Assess School Wellness Environment
4. Create a Master Plan
5. Prioritize-Select Year's Goals
6. Evaluate Progress

Montana is one of five states selected to participate in the project jointly-sponsored by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). The interest in participating in this project was simply based on the fact that asthma is a major, growing health concern for students and school districts staff, that the Montana Legislature has passed "asthma" bills in both of the last two sessions, and that school districts need information on asthma and help in finding this information. The initial and current goals of the "Montana Team" are:

- Establish the team and build its capacity
- Identify and assess where Montana is in asthma school management
- Create and/or increase awareness of asthma issues as related to school wellness
- Provide information on all aspects of school health issues (liability, achievement, policies, teaching materials, in-service materials) to all stakeholders in Montana

Discussion ensued about self-medication and where to keep it for readily access. There is severe under reporting of asthma that may be contributed to the cost of medication. This team will be looking at developing policies to address the needs.

Item 13 ANNUAL TRANSPORTATION REPORT - Maxine Mugeot

This presentation included information regarding the continued growth of the school bus driver-training program, the new web-based transportation program, and information about Notice of Proposed Rule Making regarding lap/shoulder belts in school buses. The presentation was designed to update the Board of Public Education with limited statistics, current issues facing the transportation community, and current success of the transportation program.

Ms. Maxine Mugeot, the Pupil Transportation Director for the State of Montana, stated that they transport nearly 70,000 of Montana's school children with certified school bus drivers who drive 18,072,114 miles per year. The school bus driver training program continues to be among the highest priority. The Montana Association for Pupil Transportation (MAPT) will hold the annual training conference in Billings in June of 2008.

The web-based on-line transportation program allows school districts to manage and be responsible for their own data that includes information such as: Number of students transported via school bus, school bus route miles traveled per year, number of school bus routes, number of individual contracts (parent paid to transport children), ownership of school buses, and model year of school buses. School districts can roll forward consistent prior year data, make minor adjustments and print the completed documents for the ensuing year.

The seat belt issue is extremely emotional and controversial. In the fall of 2007, the federal government issued a notice of proposed rule making (NPRM) that deals with some of these issues:

- Safety of the small uses, 10,000 pounds or less – The NPRM discusses putting 24 inch seat backs in all buses and lap shoulder restraints in all small buses. This is a federal requirement for Head Start buses already
- Installing lap/shoulder belts in large school buses

Ms. Maxine Mugeot raised some concerns about the proposed language because it doesn't deter districts from installing lap only belts which are much cheaper, but provide more danger to students, and lack dedicated funding. She intends to invite the Transportation Advisory Panel to the Office of Public Instruction to work on addressing issues like funding, training of drivers, training of students, liability issues for districts and drivers, and protocol for installation and service of the belting systems. The NPRM suggest that Federal Section 402 funding be used to help districts if they decide to install belting systems in their buses. These funds are currently used for existing highway safety programs and are limited.

Discussion ensued about the increases in contract owned buses and the complex emotional issues that exist within this topic.

INFORMATION ITEM

Item 30 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Ms. Patty Myers announced that the MSDB Academic Bowl team recently won first place as they competed against 16 other teams at the Western Regional at CSDB (Colorado School for the Deaf and Blind). They will now travel to Washington DC, April 26-29, 2008 to compete against 9 other teams at Gallaudet University for the National Academic Bowl competition. This is the first time MSDB has taken 1st or gone to Nationals. Congratulations!

The following items were discussed during the MSDB Committee meeting report:

1. Student enrollment/evaluation
2. Human resources
 - Personnel actions
 - Update on core competencies project and agency move to PP020
3. School improvement
 - Update on current year CEP and effectiveness report
 - Update on strategic planning process

- Update on LFC performance measures and LAD performance audit
- Update on proposals for the 2011 biennial budget
- 4. Professional development activities
 - Update on in-service training
- 5. MSDB foundation activities
 - Update projects and grants
- 6. Conferences, meetings and contacts
- 7. Budget and finance
 - Update on budget
 - Update on LAD fiscal audit
- 8. Facilities and safety
 - Update on current projects
- 9. School calendar of events
- 10. Student news and school events
- 11. Public comment for non-agenda items

Meeting Closed 4:40 p.m.

MEETING WILL BE CLOSED (ITEM 26)

ACTION ITEMS

**Item 26 MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT EXTENSION -
Patty Myers**

Meeting Opened 5:11 p.m.

MOTION: Dr. Kirk Miller moved to extend the MSDB Superintendent's contract until June 30, 2011. Ms. Angela McLean seconded. Motion carried unanimously. Ms. Sharon Carroll was absent for the vote.

March 7, 2008 – Friday

8:30 a.m.

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

Listed is a sampling of the many activities Governor Schweitzer and Ms. Jan Lombardi have been involved with recently:

- Governor Schweitzer attended Principal-of-the-Year along with Attorney General Mike McGrath
- Attended Chicks Dig Science – Billings, MT
- Launched 16 new geological road signs
- Next K – College Workgroup Meeting with Apple on April 1, 2008
- Visited Ryegate and Roundup Schools
- Participated in MSDB Strategic Planning
- Request to not have BPE and BOR meeting overlap

DISCUSSION ITEMS

Item 14 ASSESSMENT UPDATE - Judy Snow

Ms. Madalyn Quinlan versus Ms. Judy Snow provided an update on the progress of the items that were presented to the Board of Public Education at its January 2008 meeting. An overview of the OPI Statewide Assessment Conference on April 28-29, 2008 at the Red Lion Colonial Inn in Helena was discussed. The following timeline was provided for the upcoming assessment work:

March 2008	-Request for bids • NRT Study • Focus groups and questionnaire • Survey, analysis, and reports
April – July 2008	-Conduct focus groups -Develop questionnaire
April – September 2008	-NRT data analysis, reports, recommendations
May – July 2008	-Request for Information (RFI) for writing assessment
August 2008	-Request for Proposals (RFP) for writing assessment
August – November 2008	-Survey, survey analysis, reports, and recommendations

OPI provided five recommendations and identified the current status for the best use of state funding for student assessment in the 2009 biennium. If the Board wishes to proceed with any or all of these recommendations, OPI will begin working on the implementation and bring more detailed plans and timelines to the Board.

- **Recommendation 1: Pilot a writing assessment for K-12**

Current Status:

1. Assessment Conference

- Three sections on writing assessment by an invited expert will present and/or moderate panels
- Purpose and technical aspects of writing assessments
 - Moderated panel on local writing assessment
 - Panelists are representatives of systems and schools which administer a local writing assessment
 - Moderated panel on commercial writing assessments
 - Panelists are representatives of vendors who specialize in off-the shelf, online, and/or customized writing assessments
 - Focus groups will consider questions regarding writing assessment

2. Following the Assessment Conference

- Testing contractors will present demonstrations, discussions, and questions and answer sessions regarding their work with writing assessments (CTB-McGraw-Hill, Riverside, and Measured Progress currently confirmed)
- May RFI and August RFP will follow

- **Recommendation 2: Analysis of 7-years of NRT results**

Current Status:

Requests for bids from psychometricians are currently in process. Analysis and a written report will be presented to the Board of Public Education at its September 2008 meeting

- **Recommendation 3: Creating interest and awareness in formative assessment**

Current Status:

1. Assessment Conference

- Emphasis of the conference keynoters is formative assessment
- Sessions on formative assessment will be presented including:
 - Moderated panel on commercial formative assessments
 - ❖ Panelists are representatives of vendors who specialize in off-the shelf, online, and/or customized formative assessments
 - Use of NAEP Questions Tool as a resource for constructing classroom formative assessments
 - Use of Smart Boards and other technology for classroom formative assessment
- Focus groups will consider questions regarding formative assessment

2. 2008 MEA-MFT Educator Conference: Moderated panel on formative assessment examples in Montana Schools
3. Will contract for professional development modules on best practices in formative assessment

- **Recommendation 4: Survey of school districts to identify needs for state and local assessment**

Current Status:

The process begins with the focus groups to provide input for the questionnaire. Following the focus groups, a questionnaire will be developed based on themes raised by the focus groups including writing/performance assessments, local assessment needs, formative assessment needs, and suggestions for the next generation of the CRT

- **Recommendation 5: Form an assessment task force**

Current Status:

The original recommendation of the survey dates have been amended so that focus groups at the April 2008 statewide assessment conference can inform the content of the questionnaire. The OPI will work with the Board of Public Education to convene the assessment task force to provide input and recommendations on the questionnaire drafts. The final questionnaire will be used in a statewide survey. Under the new timeline, the survey will be conducted in September 2008. A written report and recommendations will be presented to the Board at its November 2008 meeting.

Ms. Sharon Carroll will be in contact with OPI to determine who should be on the assessment task force.

Item 15 MAJOR IN HEALTH AND PHYSICAL EDUCATION K-12 TEACHING

ENDORSEMENT PROPOSED BY CARROLL COLLEGE - Dr. Linda Vrooman Peterson

Dr. Linda Vrooman Peterson, OPI; Dr. Lynette Zuroff, Carroll College; and Ms. Gloria Lambertz, Carroll College provided information to the Board of Public Education regarding the request by Carroll College to add a Health and Physical Education K-12 Major to the Professional Education Unit's educator endorsement program areas. The major program requirements, other program requirements, and professional education program requirements were provided. Ms. Gloria Lambertz stated that the Carroll College students will be better prepared and more marketable if they have this major versus the endorsement. Carroll College has used the standards as a guideline and all of the resources are in place to sustain this major. Dr. Lynette Zuroff noted that they intend to come to the May BPE meeting for the Board's action.

Item 16 ANNUAL PROFESSIONAL PREPARATION PROGRAM REPORT - Dr. Linda Vrooman Peterson and Elizabeth Keller

As required by Administrative Rules of Montana (ARM) 10.58.104 Approved Programs, this presentation provided the Board with information about the approved professional education units at nine of the institutions of higher education in Montana. The educator preparation programs offered by the Professional Education Units of Montana are reviewed every seven years to verify compliance with the ARM 10.58 Professional Educator Preparation Program Standards and Procedures as adopted by the Board of Public Education.

In addition, the Title II, Higher Education Act (HEA) of 1998, Sec. 207 Accountability for Programs that Prepare Teachers requires that the state report the quality of teacher preparation. The Title II, HEA Report was included in the agenda packet. The On-Site Review Schedule 2007-2014 for NCATE/State and Montana State Accreditation and the Review Schedule 2007-2013 NCATE/State and Full State Accreditation was provided.

Discussion ensued around the upcoming visit at Western Montana College of the University of Montana on October 25-29, 2008. Dr. Kirk Miller was interested in attending this review. Ms. Elizabeth Keller reported on the number of internship participants by subject area during the 2007-2008 school year. The question was raised by Mr. Bernie Olson as to why Montana State University has chosen to be accredited by TEAC versus NCATE and whether or not the graduating students would receive any disservice? Dr. Vrooman Peterson suggested that he contact Dr. Larry Baker to address that question.

Item 17 SAFETY AWARENESS - Angela McLean, Elizabeth Keller, and Peter Donovan

The Safety Awareness meeting occurred on February 13, 2008 in Helena, MT. The following were in attendance: Ms. Elizabeth Keller, OPI; Ms. Kathleen Magone, OPI; Dr. Claudette Morton, MSSA; Dr. Larry

Baker, MSU Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Linda Vrooman Peterson, OPI; Ms. Dee Maclean, PTA; Mr. Pete Donovan, CSPAC; Mr. Steve Meloy, BPE; Mr. Larry Nielsen, MEA-MFT; Mr. Bob Vogel, MTSBA; Mr. Pat Audet, SAM; Mr. Chris Utzinger, UM Missoula; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC. The meeting was chaired by Ms. Angela McLean, Vice Chair, BPE. Ms. Angela McLean provided a brief history of how this meeting was conceptualized. She recognized that many groups had already done things to help deter the problems of threshold behaviors in schools, but felt it would behoove those in education to work together and develop a larger plan incorporating every constituent group. The meeting agenda and highlights were provided in the agenda packet. In conclusion, Ms. Angela McLean felt that after hearing what each group had done and what they would like to do in the future, everyone present agreed to meet again. No specific date was selected.

There has been a significant increase of denials, letters of reprimands, and suspensions or revocation cases in Montana as well as other states. Ms. Kathleen Magone and Ms. Elizabeth Keller have drafted a document that provides an overview of the Montana process for educator licensure. Once it has been through OPI's publication process it will be available.

9:30 a.m. Time Certain

Item 18 SUPERINTENDENT OF PUBLIC INSTRUCTION CANDIDATE - Dr. Claudette Morton, Democratic Candidate

Dr. Claudette Morton expressed her appreciation to the Board for the opportunity to discuss her vision of the relationship between the State Superintendent of Public Instruction and the Board of Public Education. Her background experience includes the following:

- Professor and administrator at the University of Montana – Western
- Executive Secretary to the Montana Board of Public Education
- Curriculum Specialist with the Montana Office of Public Instruction
- English teacher in the Glasgow Public Schools
- Professional and education positions in Montana, Texas, and Germany
- Instructor and adjunct professorships in four universities
- Presenter at conferences and seminars in 40 states, China, Scotland, and Canada
- Numerous state and national awards for contributions to education including service on committees and task forces of the U.S. Department of Education
- Recipient of the 2007 "Daring Dozen" award from the George Lucas Educational Foundation as one of twelve educators in the nation who are reshaping public education
- Bachelor and master degrees in theatre and English education and a doctorate in education administration from the University of Montana, Missoula

Dr. Claudette Morton believes that she has a unique perspective to the relationship having served in both entities. The Board of Public Education's constitutional empowerment has been very important since 1972 and she values its authority. She expressed her belief in the standards, involvement in writing the standards, participation in accreditation visits, and the desire to move forward with the assessment work being addressed. An election pamphlet was distributed stating her platform. In conclusion, she stated that if elected as State Superintendent, the Office of Public Education's staff would be available for the work of the Board of Public Education because the OPI staff is the expert.

Item 19 DISTANCE LEARNING - Dr. Kirk Miller and Bud Williams

Mr. Bud Williams provided a brief history of the progress that has been made concerning distance learning within the past 2 years. The subgroup that is working on a Class 8 license continues to meet with its educational partners. A position paper was written by Dr. Tom Gibson, Office of the Commissioner of Higher Education (OCHE), concerning higher education's issues and concerns about distance learning that was presented to the task force. Mr. Bud Williams also acknowledged that after meeting with the Council of Deans he believes that they are generally supportive. Other points of discussion included:

- Extent of pedagogy needed
- Who should review the applicants?
 - Provost
 - Deans

- Close to agreement among the K-12 community

State Superintendent Linda McCulloch stressed the need to attend to the issues surrounding the highly qualified teacher definition which is predicated on licensure and endorsement. Many expressed their thanks and acknowledged all the work that is being done on this important issue. Next DLTFII meeting will occur on May 1, 2008.

Mr. Geoffrey A. Feiss from the Montana Telecommunications Association stated that there are red flags flying all over the distance learning project. The internet provides opportunities to vast resources with minimal costs. Mr. Feiss warned that where the Board is heading with this rule appears to be restrictive and hinders the delivery of educational opportunities to Montana students.

10:00 a.m. Time Certain

Item 18a SUPERINTENDENT OF PUBLIC INSTRUCTION CANDIDATE – Ms. Holly Raser, Democratic Candidate

Representative Holly Raser is currently a teacher of 27 years in the classroom, gifted and talented program, and Title I. In addition to her role as a teacher she has been a legislator since 2000 and has served on a variety of commissions and panels which include:

- State Action for Educational Leadership Project (SAELP)
- State Special Education Advisory Panel
- School Renewal Commission – Believes in the prototype to build consensus among stakeholders
- Select Committees for Educational Funding
- Vice-Chair of the House of Education and Local Government Committee

These experiences have provided her the opportunity to develop working relationships and communicate effectively with a variety of people across the state to get things accomplished most effectively. As State Superintendent, she looks to build consensus, and Ms. Holly Raser believes the ability to listen is the most important part of communicating. Three issues addressed included:

1. School funding
2. Full-day Kindergarten
3. Generational poverty

Even though all of the candidates would be competent, she can offer the following differences: Legislative experience, working relationships, grasp of important issues, communication, passion for education, and currently works in the schools and understands how standards, policies, and delivery impacts Montana students.

Item 20 PROGRESS REPORT ON ON-SITE ACCREDITATION VISITS FOR SCHOOLS WITH CONTINUING SERIOUS ACCREDITATION DEVIATIONS - Al McMilin

This presentation provided to the Board of Public Education a progress report on on-site accreditation visits for schools with continuing serious accreditation deviations. The final report, which verifies the current status of those plans following a review of the 2007-2008 Annual Data Collection, will be presented to the BPE at its May 2008 meeting. An outlying issue that was presented: The State Superintendent of Public Instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently, and with intention toward continuous education improvement? The State Superintendent follows the process approved by the BPE to address ongoing accreditation deviations. The Accreditation Response Options for Continuing Deviations was included.

Several errors have been discovered in the original recommendation report and time allowed for them to be corrected. Enclosed in the record is the corrected document and a list of changes made. In addition, OPI is providing the Board with two additional reports that give more detail on some of the data provided in the recommendation report. The additional reports are: 1) Teacher Misassignment by County and District 2007-2008 Report and 2) Summary of Library and Counseling Accreditation Issues by County/District/School 2007-2008 Report.

**Item 21 PROGRESS REPORT ON REVISED 2006-2007 IMPROVEMENT PLANS FOR SCHOOLS
WITH ADVICE OR DEFICIENCY ACCREDITATION STATUS - Al McMilin**

This presentation provided to the Board of Public Education a progress report of the improvement to correct accreditation deviations. This report provided current information on the action taken by schools to meet the 2006-2007 improvement plans. By August 1, each school receiving Advice or Deficiency Accreditation determinations is required to submit an improvement plan describing its action to correct the deviations.

PUBLIC COMMENT

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

ACTION ITEMS

**Item 22 2007-2008 FINAL ACCREDITATION RECOMMENDATIONS FOR ALL SCHOOLS –
Al McMilin**

This presentation provided to the Board of Public Education for consideration the final 2007-2008 accreditation determinations for all schools as recommended by the State Superintendent Linda McCulloch. Mr. Al McMilin brought Ms. Karen Crogin to the table for introduction and to assist in the presentation. Mr. Al McMilin provided an overview of the structure of the report and noted that BPE accredits by school. Both advice and deficiency need not be multiple year deviations, some significant ones such as licensure can kick a school into deviation within the first year. This is the 6th year using the electronic format and the reporting/recording is getting better and better. This report should be about 95% accurate according to Mr. McMilin.

Mr. Al McMilin provided a brief analysis of the differences between 2006-2007 and 2007-2008. Note there is a spike in non-licensed teachers. Page 7 of the report indicated that a non-licensed teacher is the most significant deviation with the accreditation standards. According to Montana Code Annotated 20-4-202 teacher and specialist certification registration, (1) "If a teacher or specialist does not register his certificate with the county superintendent within 60 calendar days after he begins to perform his services, he shall not be eligible to receive any further compensation under his contract of employment until he has registered his certificate." The number of schools has nearly tripled with deviations of non-licensed teachers. There were 31 schools in 2006-2007 and 86 schools in 2007-2008 with non-licensed staff. This can be a duplicated count because you could have one non-licensed teacher that affects three schools. The unduplicated count according to this report is 57 non-licensed teachers. Schools have until December 1 to correct deficiencies. Thus 20 of the 57 non-licensed teachers have corrected this deficiency and OPI maintains these records, but it is still recorded as a deficiency. There are many factors as to the reason that many teachers do not obtain their license within the allotted time. There are 12 schools that are in their second year of using non-licensed teachers. Discussion ensued about the on-line certification process being more streamlined.

Mr. Al McMilin reviewed the 2007-2008 Teacher Misassignment by County and District Report. It addresses the number of periods (middle grades and high school) or portion of the day (elementary) that a teacher is misassigned. This report will be reoccurring each year along with the Montana Accreditation Status Recommendations. The following "note" will be added to the accreditation letter for each school showing misassigned teachers because the state is obligated under the provisions of No Child Left Behind to notify the school and district to implement a plan to remedy the misassignment:

Under the provisions of the NCLB a teacher who is not endorsed in the area(s) in which he/she is assigned to teach is considered as not meeting the federal definition of "highly qualified." NCLB further requires that a district that has such misassigned teacher(s) is required to submit a plan to the state detailing how the district will correct that misassignment. One or more schools in the district have such misassigned teachers. In addition, due to the advice or deficiency status of one

or more of the schools in the district, the district must submit an overall improvement plan to correct accreditation deviations in those schools. One plan addressing both of the above requirements is due to the Office of Public Instruction, Accreditation Division, by August 1, 2008.

Mr. Al McMilin reviewed the 2007-2008 Summary of Library and Counseling Accreditation Issues by County/District/School Report. Library has remained fairly constant with no significant changes in library. Counseling deviations are down from last year with the exception of the no-services category. There are some districts using alternative standards for counseling. Discussion ensued about deficiencies in world language and private schools.

Dr. Kirk Miller posed the following questions on behalf of the Board to attempt to find out why 27% (1/4) of all schools and 32% (1/3) of our middle schools are in advice or deficiency status. These figures do not even include first time misassignment of teachers:

- Are the Board's rules aligned with current best practices of schools in the global society?
- Have the reporting data bases become more sophisticated and therefore skew the collection of more effective, useable, data?
- Why are local school districts making choices to not meet the given standard?
- Is there a scarcity of resources which don't allow the local school districts to meet the standards given their best effort to do so? Could scarcity of resources be broken down into scarcity of time, human resources, and/or fiscal resources?

He stressed that the answers to these questions will help the Board review the rules to determine if the Board is implementing the rules to the fullest capacity? There are a variety of factors that influence these increases and the Board needs to investigate further with OPI's assistance.

Item 23 MASTER OF EDUCATION LEADERSHIP PROGRAM PROPOSED BY ROCKY MOUNTAIN COLLEGE PROFESSIONAL EDUCATION UNIT - Dr. Linda Vrooman Peterson

In September the Office of Public Instruction presented to the Board of Public Instruction information regarding an initial proposal to develop a Master of Educational Leadership program in the Professional Education Unit at Rocky Mountain College in Billings. Dr. Barbara Vail discussed the continued work of the Professional Education Unit of Rocky Mountain College toward its goal to launch the Master in Educational Leadership program. At the November 2007 meeting Dr. Barbara Vail, Dr. Jo Swain, and Dr. Stevie Schmitz provided additional information related to the proposed program including confirmation of final approval by the Rocky faculty to develop the program.

The Office of Public Instruction conducted an off-site review of the proposed Master of Educational Leadership as prepared by Rocky Mountain College. State Superintendent Linda McCulloch reviewed those comments from the off-site team and recommends provisional approval of the Master of Educational Leadership program at Rocky Mountain College in Billings, Montana. Based upon the responses to the off-site review findings, the State Superintendent recommends provisional approval of the Master of Educational Leadership program at Rocky Mountain College. A follow-up on-site visit will occur within two years from March 2008, to assess the level of preparation of the Rocky Mountain College Master of Educational Leadership candidates. A letter written to Dr. Linda Vrooman Peterson by Michael R. Mace, President of Rocky Mountain College and the evaluation rubric for educational leadership candidates was included.

MOTION: Ms. Angela McLean moved to accept provisional approval of the Master of Education Leadership Program as proposed by Rocky Mountain College's Professional Education Unit. Dr. Kirk Miller seconded. Motion passed unanimously. Ms. Sharon Carroll was absent for the vote.

Item 24 ANNUAL AGENDA CALENDAR - Patty Myers

The Office of Public Instruction requested to move the Special Education Report to July of each year due to the timing of the reporting methods and to prevent additional OPI employees from traveling for out-of-town meetings. Ms. Patty Myers also requested to remove the item titled Distribute Survey Instruments from May of 2008 and 2009 calendars.

MOTION: Ms. Angela McLean moved to move the Special Education Report to July of each year and delete Distribute Survey Instruments from the Annual Agenda Calendars for 2008 and 2009. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Sharon Carroll was absent for the vote.

Item 25 COMMITTEE ASSIGNMENTS - Patty Myers

Ms. Patty Myers asked Mr. Bernie Olson if he would fulfill the roles of former Board Member Mr. John Fuller on the MSDB Committee and Legislative Committee. In addition, she asked him to serve in her place on the MSDB Foundation under the Advisory Group Liaisons until 2009 when Ms. Patty Myers intends to retire from teaching and would have more time to step back into that role. Ms. Patty Myers also noted that the Board of Public Education's Committee Assignments list should include Dr. Kirk Miller and herself as serving on the Education and Local Government Interim K-12 Subcommittee under the Legislative Committee.

MOTION: Ms. Angela McLean moved to have Mr. Bernie Olson serve on the MSDB Committee and Chair the Legislative Committee under STANDING COMMITTEES. Under the ADVISORY GROUP LIAISON, Mr. Bernie Olson will serve on the MSDB Foundation (until Ms. Patty Myers is ready to resume). In addition, Ms. Angela McLean moved to add Dr. Kirk Miller and Ms. Patty Myers as serving on the Education and Local Government Interim K-12 Subcommittee under the LEGISLATIVE COMMITTEE. Mr. Storrs Bishop seconded. Motion passed unanimously. Ms. Sharon Carroll was absent for the vote.

DISCUSSION ITEM

Item 29 INTERPRETER STANDARDS - Steve Gettel and Peter Donovan

The Board of Public Education members received the educational services guidelines for Meeting the Needs of Students Who are Deaf or Hard of Hearing by the National Association of State Directors of Special Education, Inc. Mr. Peter Donovan received a list of recommended participants to contact from Mr. Steve Gettel in regard to beginning the work on the interpreter standards. Mr. Peter Donovan and CSPAC look forward to the challenge of this national and regional issue. There was discussion about whether this is a licensure or accreditation issue. Consensus occurred by Mr. Pete Donovan and Mr. Steve Meloy that it is more of a licensure issue.

ACTION ITEMS

MEETING WILL BE CLOSED (ITEMS 27-28)

12:36 p.m. Closed Session

1:25 p.m. Open Session

Item 27 EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT EXTENSION - Patty Myers

MOTION: Ms. Angela McLean moved to extend the Executive Secretary's contract to 2011. Mr. Cal Gilbert seconded. Motion carried unanimously. Ms. Sharon Carroll was absent for the vote.

Item 28 ESTABLISH EXECUTIVE STAFF SALARIES - Patty Myers

MOTION: Dr. Kirk Miller moved to establish the Montana School for the Deaf and Blind, Superintendent, Steve Gettel's annual salary for the 2008 – 2009 school year beginning July 1, 2008 at \$85,022.00. Ms. Angela McLean seconded. Motion

carried unanimously. Ms. Sharon Carroll was absent for the vote.

MOTION: Dr. Kirk Miller moved to establish the Board of Public Education, Executive Secretary, Steve Meloy's annual salary for fiscal year 2009 beginning July 1, 2008 at \$88,277.25. Mr. Cal Gilbert seconded. Motion carried unanimously. Ms. Sharon Carroll was absent for the vote.

1: 30 p.m. Ms. Angela McLean Departed

PRELIMINARY AGENDA ITEMS – May 8-9, 2008

Student Representative Survey Report

CSPAC Appointments

Licensure Issues

-Revocation Case May 8, 2008

-Denial Case May 8, 2008 2:45 p.m.

NCLB Update

MACIE Update

Alternative Standards Request & Renewals

Assessment Update

BASE Aid Payment Schedule

Superintendent Candidates

NASBE Legislative Conference

K-12 Subcommittee

Education and Local Government

K-College Workgroup

Distance Learning

MSDB

MOTION: Mr. Storrs Bishop moved to adjourn the Board of Public Education meeting. Mr. Bernie Olson seconded. Motion carried unanimously. Ms. Angela McLean and Ms. Sharon Carroll was absent for the vote.

1:46 p.m. Meeting Adjourned



Elementary schools face counseling changes

By ALANA LISTOE - Independent Record - 02/28/08

For years Helena elementary schools have not had enough counselors to meet Montana's accreditation standards.

And for the same number of years, the Montana Board of Public Education has accepted the counseling model the district has used — which includes psychologists and social workers along with counselors.

But that may soon change.

And if it does, the district may need to hire as many as six school counselors.

Superintendent Bruce Messinger informed the board of trustees in a work session Tuesday night that the state Office of Public Instruction said in an e-mail that the district "needs to specially commit to adding the necessary FTE (full-time equivalent) over a set number of years."

The district has been using the alternative model for at least 10 years, but its timeline has reached its limit, and it's OPI's opinion that the school's counseling model won't be accepted, Messinger said Wednesday.



The middle and high schools didn't need a variance because they met the requirement for accreditation.

Marvin Williams, the district's special education administrator, said the counseling model used in Helena is working and meeting the needs of students.

"I do think it's been an effective model," Williams said. "It gives different levels of expertise in the schools."

To fully comply with the accreditation standards, the district would need to have an elementary counselor for every 400 students, according to Williams.

Because only two of Helena's elementary schools have that many students, the counselors would likely serve two or three schools.

Another accepted practice, although not a requirement, is to have a school psychometrist for every 1,500 students. A psychometrist administers assessments to determine eligibility for special-education or gifted-and-talented services.

The district sent a letter to the Office of Public Instruction explaining its position and inability to meet the requirements.

"Our district takes seriously the obligation to comply with Montana's minimum accreditation standards," the letter states. "In doing so, however, we unfortunately are forced to make value judgments and trade-offs due to funding limitations."

The Board of Public Education, however, says funding issues are not a compelling enough reason not to meet accreditation standards, and Messinger said the board has indicated it won't accept the model Helena has used in the past.

Helena actually exceeds the number of positions needed to fulfill the requirement by .71 FTE with its combination of social workers, school counselors and psychologists.

To meet the state standards, it would need as many as six school counselors, with a pay scale around \$51,000 each.

Messinger pointed out that the district has no intention of terminating any of its social workers or psychologists to replace them with counselors. He said that with the current resources, however, something would have to be given up to find more than \$300,000 in the budget if it's required.

Trustee Brenda Nordlund made the point that Helena is not alone in this situation, saying a significant portion of school districts in Montana also don't meet this standard.

She asked what the bottom-line consequence is.

"If we go before the Board of Education and don't convince them, we'd risk accreditation of the Helena School District," Messinger responded.

A meeting is planned with an OPI accreditation specialists and Helena administration on Friday.

"This gives us the opportunity to convey our interest is presenting our case to the Board of Public Education," Messinger said.

Reporter Alana Listoe: 447-4081 or alana.listoe@helenair.com

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 10, 2008

Donald W. Molloy
P.O. Box 7309
Missoula, MT 59807

Dear Honorable Chief Judge Molloy:

I want to extend my sincere appreciation to you and your Judicial Institute 2008 Committee. Thank you so very much for extending your expertise, facilities and time to the teachers of Montana. Since 2006, our Board has worked to ensure appropriate civic education to the students of Montana. The Judicial Institute is an example of tremendous vision and leadership by key leaders in the legal field to bring relevant judicial issues to Montana teachers.

It was a pleasure to participate in the first Montana Judicial Institute and commend you for your efforts to raise awareness about the very important issues and facets of the judicial branch. If the Board of Public Education can assist you in future institute endeavors, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink that reads "Angela McLean".

Angela McLean
Vice Chair, Board of Public Education
Montana Judicial Institute 2008 Participant

State of Montana



Board of Public Education

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

BOARD MEMBERS

March 11, 2008

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernard Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

RECEIVED
MAR 14 2008
BOARD OF PUBLIC EDUCATION

Dear Doug:

Thanks so much for your great presentation at the BPE/CSPAC joint meeting. You caused me to remember fondly your significant abilities to make a difference for the students we serve.

Thanks also for the copy of the "Teacher Mentoring Program" at Hellgate Elementary. We are currently reviewing our process in Bozeman. The research you have done is excellent and will be useful to us as we proceed into the future.

I look forward to receiving a copy of the PowerPoint presentations you've prepared in hopes of using the great message with our team here in Bozeman.

Thank you, my friend, for your excellent work in support of all children in Montana.

Sincerely,

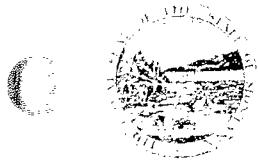
A handwritten signature in black ink, appearing to read "Kirk".

Kirk J. Miller, Ed.D.
Montana Board of Public Education

KM/nb

cc: Steve Meloy, Executive Secretary

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS: March 11, 2008

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernard Olson
Lakeside

“ie Wood, Student Rep.
31

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

RECEIVED
MAR 14 2008
BOARD OF PUBLIC EDUCATION

Katie Bark, RN, LN
MSU
Health & Human Development
PO Box 173360
Bozeman, MT 59717-33600

Dear Katie:

Thank you to you and your team for creating the “Montana School Wellness in Action” step-by-step guide to school wellness policy implementation. This excellent publication is right on target for assisting school districts with wellness policy implementation.

On behalf of myself and fellow board members of the Board of Public Education, thanks for the great follow through with this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Kirk J. Miller".

Kirk J. Miller, Ed.D.
Montana Board of Public Education

KM/nb

cc: Steve Meloy, Executive Secretary

From: [Meloy, Steve](#)
To: [Chancellor Frank Gilmore;](#)
cc: [Lombardi, Jan](#); [Stearns, Sheila](#); [Patty Myers](#); [Kirk Miller](#); [Angela McLean](#);
[Will, Carol](#);
Subject: Charter School Rule
Date: Tuesday, March 11, 2008 2:05:29 PM
Attachments: [ARM 10.55.604.doc](#)

Dear Chancellor Gilmore,

At our meeting on March 7, 2008, Jan Lombardi asked that I contact you with information regarding the Board of Public Education's existing rule on the creation of a charter school. Specifically, a school district may apply to the Board to create a charter school. Applicants must show that they can provide an education that meets or exceeds the Board's accreditation standards. Charters can only be granted to publically funded schools which fall under the supervision and control of a locally elected board of trustees in an existing school district. I have attached the controlling ARM rule 10.55.604 which establishes the minimum guarantees to the Board.

The Board has no charter schools currently operating under this rule in Montana largely (my own opinion) because of the requirement that mandates the school to be under the supervision and control of a locally elected board of trustees. Those who have expressed an interest in charter schools become disinterested when they cannot supervise and control the school outside of the jurisdiction of constitutionally established local control.

I hope you find this information helpful. If I can be of further assistance, please do not hesitate to call on me.

Sincerely,

Steve Meloy



Administrative Rules of Montana

Updated Through September 30, 2007

[Home](#)

[Listing of Agencies](#)

[New Search](#)

[Montana Code Annotated](#)

[Secretary of State](#)

[Previous](#)

[Next](#)

10.55.604 BOARD OF PUBLIC EDUCATION

10.55.604 VARIANCES TO STANDARDS (1) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to implement an alternative to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to teacher licensure or endorsement, and content and performance standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(a) In its application, the school district shall provide evidence establishing that its alternative is workable and educationally sound in comparison to the intent of the standard(s) that would be waived, and shall establish that the goals of the alternative will meet or exceed the results under the current standard(s).

(b) In its application, the school district shall submit a statement of mission and objectives, and identify formative and summative measures to be used to evaluate the effectiveness of the alternative.

(c) Upon appropriate application, the Board of Public Education shall approve or deny the proposed alternative.

(d) If the board denies the proposed alternative, it shall state in writing why it has done so.

(e) If the board approves the proposed alternative, its initial approval shall be for two years.

(f) During the second year of the initial approval, the Board of Public Education, through the Office of Public Instruction, shall direct an on-site evaluation of the alternative.

(g) If the board finds the alternative is workable and educationally sound in comparison to how the waived standard(s) previously worked in the district, the board shall renew the alternative for five years.

(h) Subject to on-site evaluations every five years, the board may continue to renew the alternative.

(i) A school district may discontinue an approved alternative at any time. If it does so, it shall promptly notify the Board of Public Education in writing.

ACCREDITATION 10.55.604

(2) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM [10.55.604](#).

(d) To be proposed by a school district and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the following:

(i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;

(v) employee collective bargaining to the same extent as required or provided by state law; and

(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing.
(History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 1989 MAR p. 342, Eff. 7/1/89; [AMD](#), 1995 MAR p. 623, Eff. 4/28/95; [AMD](#), 1998 MAR p. 2707, Eff. 10/9/98; [AMD](#), 2000 MAR p. 3340, Eff. 12/8/00; [AMD](#), 2002 MAR p. 3309, Eff. 11/28/02.)



Date: March 13, 2008

To: Montana Congressional Delegation

From: Kirk J. Miller, Montana Board of Public Education
Superintendent, Bozeman School District #7

RE: Discussion of Federal Issues related to Montana Education

Thanks

Thank you for meeting with me today. On behalf of the Montana Board of Public Education and Bozeman School District #7, I bring you greetings and best wishes from your home state.

Items for discussion from our State:

- Reauthorization of NCLB – 2008 NASBE Legislative Priorities
- Reauthorization of NCLB – Montana opinions on HR 648 NCLB Improvement Act of 2007
- School Renovation/Construction and Title V for NCLB Montana opinions
- Funding of Requirements



Items of discussion from Bozeman School District #7:

- Support of restoring Title V Funding
- Support of Full Service School Grant offered through USED to support the Bozeman Child Advancement Project and Parent Liaison Program in our schools
- Montana School Funding – The Road to Adequacy
- Support of adequate human, time and fiscal resources to provide our Montana children with the education they deserve

WEDNESDAY, MARCH 19, 2008

Rocky offers master's in school administration

BILLINGS — The state Board of Public Education has approved an accelerated master's degree in school administration at Rocky Mountain College.

After students complete the 11-month Educational Leadership Program, they may apply

for licensure as a principal or superintendent.

Stevie Schmitz, Rocky's director of distance education and degree completion program, says the program addresses a growing shortage of school administrators in the state, as current administrators retire.

The new master's degree includes online, face-to-face and interactive TV instruction, allowing students, many of whom are teaching, to work anywhere in Montana while they study for their degree. The deadline for applications is May 1.

Great Falls Tribune

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 19, 2008

Molly A. Peterson
Editor, Administrative Rules of Montana
Secretary of State's Office
PO Box 202801
Helena, MT 59620-2801

Dear Ms. Peterson,

According to Montana Code Annotated 2-4-110 the head of each department of the executive branch shall appoint a qualified person from that department to review each departmental rule proposal notice, adoption notice, or other notice relating to administrative rulemaking. To comply with this law, the Board of Public Education appoints the Board's Executive Secretary, Steve Meloy as the rule reviewer.

Thank you for your attention to the Board of Public Education's rule reviewer status.

Sincerely,

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

Patty Myers
Chair

Cc: Steve Meloy

State of Montana



Board of Public Education

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

March 20, 2008

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

State Superintendent Linda McCulloch

Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Superintendent McCulloch,

As school districts across the state are facing pending mill levies or budget cuts, and in face of further litigation by the Montana Quality Education Coalition, and increased scrutiny by the legislature, the Board's accreditation status of schools is receiving increasing attention. It is because of this and other factors regarding current and future funding, and the existent fact that the accreditation standards are the basis upon which quality can be built in our K-12 system, I asked questions of you seeking clarification of our accreditation report and your recommendation delivered to the Board of Public Education on March 9, 2008. Because you indicated that you would get back to us with answers, I am asking you the same questions in writing.

Request for information as follows:

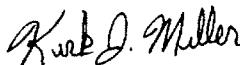
1. In each category – Regular/Minor Deviation, Advice, Deficiency; what is the number of students in schools under that status?
2. In each category – Regular/Minor Deviation, Advice, Deficiency; what is the percentage of students in schools under that status? In other words, how many students are affected by schools that are deficient in each of these categories?
3. A review of variance to standards to quantify the most frequently requested variances and illustrations of how those variances are meeting or exceeding the standard. An example most recently brought to the attention of the Board is the allowance for missassigned teachers, which has almost tripled this past year, to be considered under the category Regular or Regular with Deviations in contrast with the Board's own rule 10.55.604 which states, "that standards pertaining to teacher licensure or endorsement are not included in the category of which a school district may apply for a variance."

The basis for these questions is the Board's attempt to find out why 27% (1/4) of all schools and 32% (1/3) of our middle schools are in advice or deficiency status. These figures do not even include first time missassignment of teachers. The Board needs to know if:

- Our rules are aligned with current best practices of schools in the global society?
- The reporting data bases have become more sophisticated and therefore skew the collection of more effective, useable data?
- Local school districts are making choices to not meet the given standard and if so why?
- Is there a scarcity of resources which don't allow the local school districts to meet the standards given their best effort to do so? Could scarcity of resources be broken down into scarcity of time, human resources, and/or fiscal resources?

As the state of Montana continues its resolve to devise and implement a funding system that is based upon a basic system of free quality public elementary and secondary schools, and the courts have already recognized the Board's standards as the foundation upon which quality shall be built, it is incumbent upon the Board to recognize this statewide discussion as it establishes as correctly as it can the accreditation status of every school. It is for this reason the Board wishes further information in this regard. My thank you in advance for the work of your team!

Sincerely,



Kirk J. Miller, Ed.D
Government Affairs Chair
Board of Public Education

Cc: Patty Myers
Steve Meloy
Bud Williams
Al McMilin



— Montana Office of Public Instruction —

Linda McCulloch
State Superintendent

April 21, 2008

RECEIVED

APR 22 2008

Dr. Kirk Miller
Member, Board of Public Education
PO Box 200601
Helena, MT 56920-0601

BOARD OF PUBLIC EDUCATION

Dear Kirk:

During the March 2008 Montana Board of Public Education meeting, you asked for more information concerning the accreditation of Montana schools. I received your letter of March 20, 2008 reiterating the questions in writing. Your request is for clarification and additional information about the accreditation report and my recommendations delivered at the March 9, 2008 board meeting.

The board will receive updates to the accreditation report at the May 2008 meeting concerning the changing status of individual school accreditation due to additional information received from schools and districts. Following the action of the board at that meeting, the accreditation data will become final for the 2007-2008 school year, and my staff will begin to gather the information you requested using the finalized data. It is my plan to provide additional information to you at the July meeting of the board.

I hope this timeline meets your needs for additional information. If you have questions, please do not hesitate to contact me.

Sincerely,

Linda McCulloch
State Superintendent

Cc: Patty Myers
Steve Meloy
Bud Williams
Nancy Coopersmith
Al McMilin

• 1227 11th Avenue • P.O. Box 202501 • Helena, Montana 59620-2501 •

tel: (406) 444-3095 • Fax: (406) 444-2893 • TDD (406) 444-0169 • www.opi.mt.gov



State of Montana



Board of Public Education

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

March 21, 2008

BOARD MEMBERS

Chairman, DSA Committee

NASBE

277 S. Washington Street, Suite 100
Alexandria, VA 22314

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Steve Wood, Student Rep.
el

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 21, 2008

APPOINTED MEMBERS:

Chairman, DSA Committee

NASBE

277 S. Washington Street, Suite 100
Alexandria, VA 22314

Dear DSA Committee Chairman,

On behalf of the Montana Board of Public Education, it gives me great pleasure to place in nomination Dr. Kirk Miller for NASBE's Distinguished Service Award. As Chairman of our Board for seven years and currently the Chair of the Governmental Relations Committee, Dr. Miller has exemplified the personal and professional dedication to education which you require for receipt of this prestigious recognition.

After completing work for advanced degrees in Montana, Dr. Miller completed his doctoral work in school administration and educational leadership. He was appointed to the Montana Board of Public Education in 1995 and served as chairman of the Board from 1999 to 2006. He continues to serve Montana students through active participation on the Board and many committees related to Montana education.

Dr. Miller was selected as Montana's Superintendent of the Year in 2002 representing our state at the national level. In October of 2004, Dr. Miller received the G.V. Erickson Award, an award given to a member of the School Administrators of Montana who has made the greatest contribution to the betterment of education in Montana.

The strongest asset that the Board has observed is Dr. Miller's ability to influence any situation to a positive and well meaning outcome. He has proven to be an effective policy maker not only in a board setting, but also in the State Legislature which can often times be contentious and confrontational. Dr. Miller has the ability to fashion consensus while commanding respect for his demeanor, opinions, and leadership. Because of these and other personal and professional assets, the Montana Board has chosen Kirk to represent its interests in Washington D.C. in advocating this state's positions on ESEA, IDEA, NCLB, as well as his representation on behalf of the Board on the Government Affairs Committee of NASBE.

It is the Board's belief that Dr. Kirk Miller has qualities and merit for the receipt of the NASBE Distinguished Service Award equal to or greater than any who have received this honor to date. The Board is honored to place Dr. Kirk Miller into nomination.

Sincerely,


Steve Meloy
Executive Secretary

Official Nomination Form
NASBE Distinguished Service Award
Answers to Questions

1. Give a brief description of the nominee's board career.

- Kirk Miller was first appointed a member of the Montana Board of Public education in 1995. In 2002 he was appointed to the Board for a second seven year term by a new governor. He was elected chairman of the Board in 2002 and stepped down from that position in 2006. Currently he serves as the Board's Chair of the Governmental Affairs Committee. He also heads up the Board's Quality Schools/Quality Educators Task Force, Distance Learning Task Force, and serves as the Board's representative to the Interim K-12 Subcommittee of the Education and Local Government Legislative Committee. Because of his Board leadership and liaison work with the Montana Association of State Superintendents, Kirk Miller was selected as Montana's Superintendent of the Year in 2002 and then represented our state at the national level. In 2004 he received the G.V. Erickson Award given to a member of the School Administrators of Montana who has made the greatest contribution to the betterment of education in Montana.

2. List individual contributions, achievements, or recognitions resulting from membership in the State Board of Education.

- In 2001 the governor established, by executive, order the K-12 Public School Funding Study Advisory Council. Kirk Miller was the Board's representative and one of only seven members to tackle three broad conceptual categories including school funding, tax equity, and governance. An important outcome of this work was Montana's calculation of Average Number Belonging (ANB) for a district with declining enrollment to be averaged over a three year period to mitigate funding shortfalls.

- In November 2002, Kirk Miller authored a Board position paper on Public School Funding and Structure. After much work with Montana's Education Community Partners and the Montana State Legislature, the concepts in the position paper were crafted into legislation. The bill passed and was signed by the Governor creating the K-12 School Renewal Commission. Kirk participated as co-chair with the Lieutenant Governor on the Commission which resulted in thirteen recommendations which have had significant and long lasting impact on Montana's educational system including: full-day kindergarten, gifted and talented, special education, educator recruitment and retention, and a state-wide discussion on regionalization of school services and voluntary consolidation.

- In May 2005, Kirk Miller was appointed by the current Governor as K-12's representative to the Quality Schools Interim Committee. Kirk Miller led the discussion which resulted in legislation moving Montana toward a more stable, self-sustaining funding system for our schools with significant new monies to address at-risk students including American Indian children.

3. List any service on a NASBE study group, committee, or on the Board of Directors.

-Kirk Miller has been and is currently an active member of NASBE's Government Affairs Committee.

4. Provide a brief description of other achievements to improve education within the state or nation.

-Kirk Miller was selected to serve as the Superintendent of Bozeman Public Schools in July 2007. Professionally, he has served as Superintendent of Havre Public Schools (1996-2007), Superintendent of Cascade Public Schools (1993-1996), Principal of Shepherd High School (1990-1993), mathematics and computer instructor at Havre High School and Montana State University-Northern (1982-1990). He has also served as an adjunct professor in the College of Education at Montana State University.

5. List specific education policies that have been instituted or influenced through leadership of the nominee.

- Expert lead Montana witness in a coalition of Montana schools successful lawsuit over insufficient school funding.
- Recalculation of average number belonging to aid schools districts with declining enrollment.
- A leader in the discussion of adequacy of funding and state tax reform resulting in more money for schools.
- Main proponent of Board's accreditation standards resulting in codification of language stating that Montana accreditation standards are the foundation upon which a Montana quality education should be built.
- Main Board proponent of legislation changing school calendar from days to aggregate hours allowing school districts to provide expanded professional development opportunities.
- Led discussion about the value of regionalizing educational services to create scales of economy.
- Main Board proponent of educator recruitment and retention strategies which resulted in the creation of a per-educator entitlement as well as a new Montana loan forgiveness program.
- Advocated for increased dollars to implement the Board's rules regarding opportunity for special education students as well as the gifted and talented.
- A lead proponent in the state-wide discussion which led to the 2007 legislature appropriating funding for full-day kindergarten.
- Instrumental in leading the discussion which resulted in increased state funding for the teaching of Indian education in all of our schools as well as increasing dollars to address at-risk American Indian children.

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 26, 2008

Elaine Sollie Herman
1644 Gold Rush Ave
Helena, MT 59601

Dear Ms. Sollie Herman:

As you are aware the Montana Constitution gives the Board of Public Education general supervision responsibilities of the K-12 system. State law gives the State Superintendent of Public Instruction general supervision of the K-12 system. Obviously, this creates the necessity for a strong collaborative relationship between the Governor appointed Board and the elected State Superintendent. Because of this unique relationship, the Board of Public Education extends to you the opportunity to discuss your candidacy for thirty minutes at its upcoming meeting on Thursday, May 8, 2008 in Great Falls.

Please contact the Board's Administrative Assistant Carol Will at cwill@montana.edu or call (406)444-0302 to arrange the specific time for your discussion with the Board no later than Friday, April 18, 2008. This will ensure that your name will be published on the Board's agenda.

The Board of Public Education places great value on its relationship with the State Superintendent of Public Instruction and looks forward to this meeting.

Sincerely,

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

Patty Myers, Chair
Board of Public Education

A handwritten signature in cursive script that reads "Kirk J. Miller".

Kirk J. Miller, Ed.D, Chair
Government Affairs Committee

RECEIVED

APR 24 2008

BOARD OF PUBLIC EDUCATION

Sir/Patty,

Thank you for the invitation.
I speak with the State Board, +
regret there is a conflict with May +
fix my schedule and I will not
be able to accept. I look forward to
the opportunity at a later date.

Yours truly,
F. Shireeble Brown

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 31, 2008

Donald Eisenmenger
4460 Last Straw Drive
Helena, MT 59602

Dear Mr. Eisenmenger:

As you are aware the Montana Constitution gives the Board of Public Education general supervision responsibilities of the K-12 system. State law gives the State Superintendent of Public Instruction general supervision of the K-12 system. Obviously, this creates the necessity for a strong collaborative relationship between the Governor appointed Board and the elected State Superintendent. Because of this unique relationship, the Board of Public Education extends to you the opportunity to discuss your candidacy for thirty minutes at its upcoming meeting on Thursday, May 8, 2008 in Great Falls.

Please contact the Board's Administrative Assistant Carol Will at cwill@montana.edu or call (406)444-0302 to arrange the specific time for your discussion with the Board no later than Friday, April 18, 2008. This will ensure that your name will be published on the Board's agenda.

The Board of Public Education places great value on its relationship with the State Superintendent of Public Instruction and looks forward to this meeting.

Sincerely,

A handwritten signature in black ink that reads "Patty Myers".

Patty Myers, Chair
Board of Public Education

A handwritten signature in black ink that reads "Kirk J. Miller".

Kirk J. Miller, Ed.D, Chair
Government Affairs Committee

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

MEMORANDUM

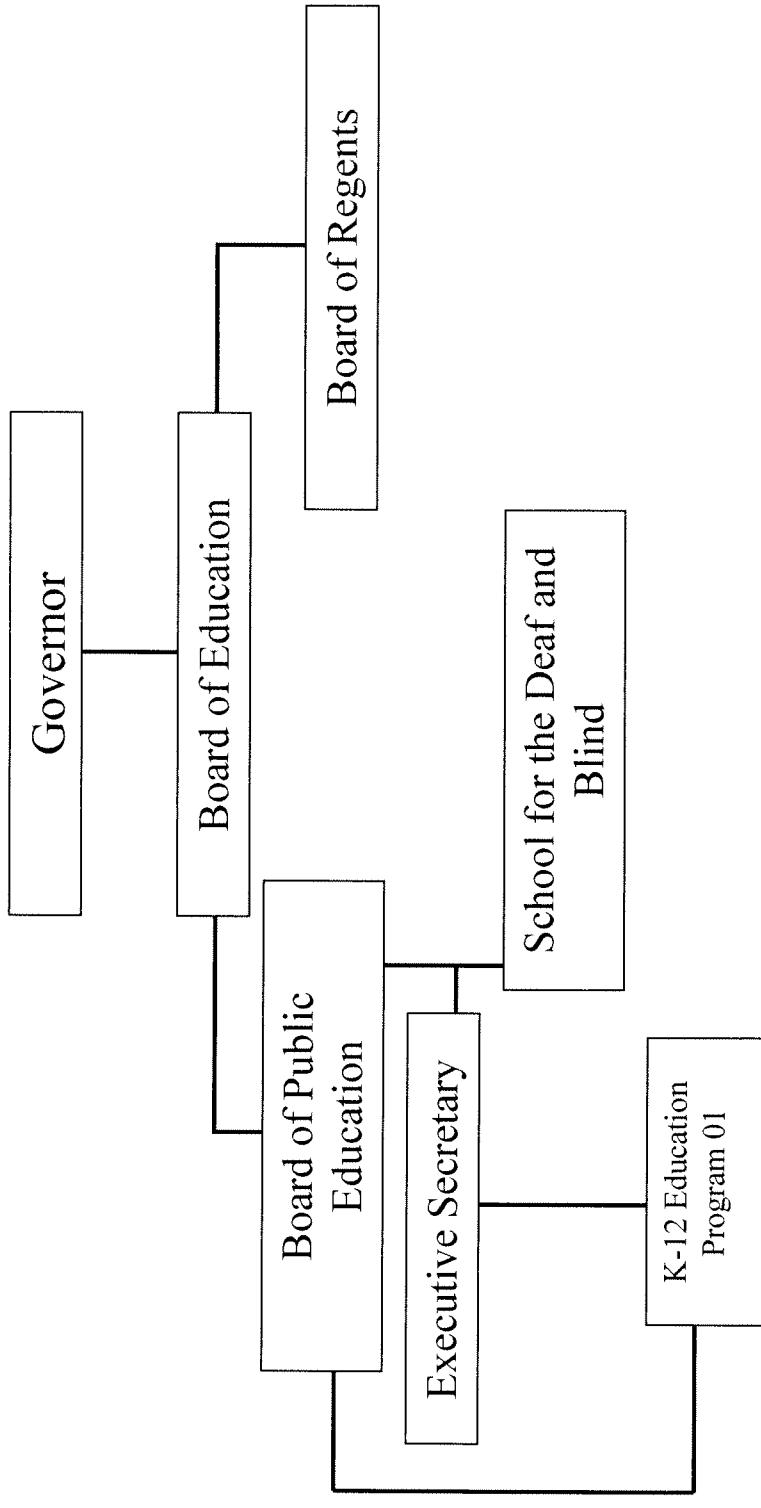
TO: Secretary of State
[Handwritten signature of Steve Meloy over the title]
FROM: ~~Steve Meloy, Executive Secretary~~
Board of Public Education
DATE: April 3, 2008
RE: Organization Charts/Organization Rules

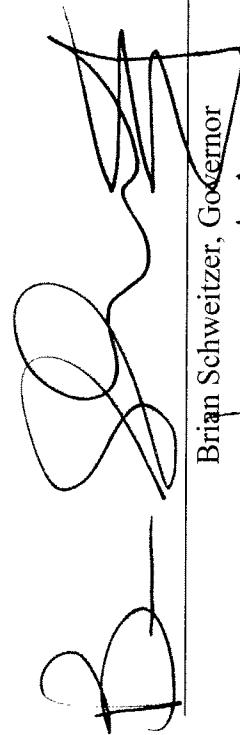
Enclosed is the signed organization chart that is to be filed with the Secretary of State as an official action of the Governor for publication in the ARM.

Thank you.

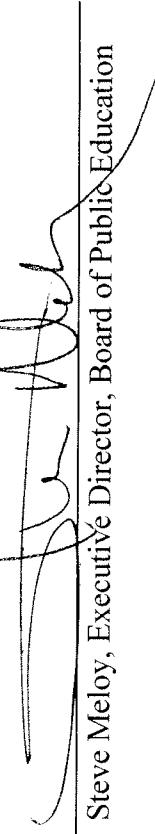
Enclosure

Board of Public Education Organization Chart

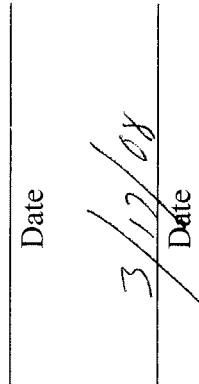




Brian Schweitzer, Governor



Steve Meloy, Executive Director, Board of Public Education



3/12/08
Date

From: [Meloy, Steve](#)
To: [Carol Will;](#)
Subject: FW: Unified statement ESEA reauthorization
Date: Friday, April 18, 2008 3:15:07 PM
Attachments: [040908 Unified Statement.pdf](#)

Steve Meloy
Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620-0601
406-444-6576
[**smeloy@montana.edu**](mailto:smeloy@montana.edu)

From: Harper, Rusty [mailto:RHarper2@mt.gov]
Sent: Friday, April 18, 2008 3:07 PM
To: Meloy, Steve; 'efeaver@mea-mft.org'; mferro@mea-mft.org; 'Beth Verlanic'; 'montana_pta@gfps.k12.mt.us'; 'Darrell Rud'; 'Dave Puyear'; 'Lance Melton'; 'Bob Vogel'
Subject: Unified statement ESEA reauthorization

I'm back from DC and just now getting around to sending you the final document we produced together. Sorry to take so long.
Linda and I had a fine time in DC for the annual legislative meeting of the school chiefs. She was the only person to ask a question of Secretary of Education Margaret Spelling when she addressed the chiefs. Linda asked whether the parts of NCLB that everyone agrees must be changed -- like the highly qualified teacher requirements for special education -- can be suspended so that states don't enforce something that leads to a mass exodus of high school special education teachers, only to find that the reauthorized law takes a more common sense approach. Ms. Spelling seemed perturbed at the question and responded that she must obey the law. If she hadn't just been talking for 20 minutes about how she was going to bend the law, since Congress wasn't doing what she wanted, her answer might have carried more weight.

Linda and I visited our delegation. They all seemed happy to have a statement from the whole spectrum of the education community. They all also agreed that nothing is likely to happen this year on reauthorization, but this will be useful as Congress points toward next year. We also heard that Sen. Kennedy told the

Democratic Senate caucus that he was going to push for NCLB reauthorization this year, but Senators Clinton and Obama took issue with that idea. Reportedly other senators then jumped him for defending NCLB.

Please make use of this statement. And by all means take it or mention when you visit our Montana folks in DC and then add in the particular points that your organization is pushing. This will help reinforce that there really is Montana agreement on the core of the act. Thanks again for all of your effort.

Rusty

Rusty Harper
Federal Liaison Representative
Office of Public Instruction
406-444-3449 office
406-465-9138 cell
rharper2@mt.gov



MONTANA LEGISLATIVE BRANCH

Legislative Fiscal Division

Room 110 Capitol Building * P.O. Box 201711 * Helena, MT 59620-1711 * (406) 444-2986 * FAX (406) 444-3036

Legislative Fiscal Analyst
CLAYTON SCHENCK

April 7, 2008

RECEIVED
APR 08 2008
BOARD OF PUBLIC EDUCATION

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

Dear Mr. Meloy:

I am writing to let you know of a staffing change in the Legislative Fiscal Division. Starting immediately, Pam Joehler will be the analyst assigned to your agency. Kris Wilkinson, who is assuming other duties, will continue to assist during the transition period. You can reach Pam at 444-2722 or at pjoeehler@mt.gov.

I am confident that you will enjoy the same cooperative relationship with Pam that you have had with Kris. If you have any questions about this change, please contact me at 444-5383 or at tpurdy@mt.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Taryn Purdy".

Taryn Purdy
Principal Fiscal Analyst

C: Amy Sassano

State of Montana



Board of Public Education

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

April 11, 2008

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Tim Harris
Montana Office of Public Instruction
Special Education Division Director
PO Box 202501
Helena, MT 59620-2501

Dear Mr. Harris:

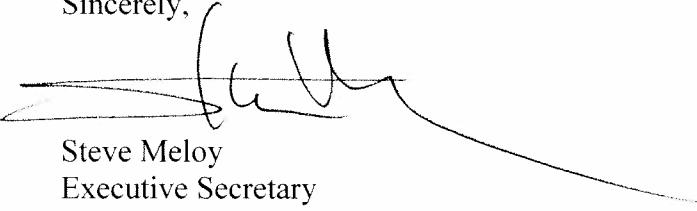
On behalf of the Montana Board of Public Education, I write to express the Board's support for Montana's grant application to support the Montana Deaf-Blind Project. Over the years, this project has been extremely successful in developing and leveraging resources and collaborative relationships to provide specialized services to this unique group of students. As a result of these activities, Montana has been able to provide technical assistance, professional development, and other specialized resources to families, school, and agency personnel who are responsible for the education of students with these intensive needs. I know that early identification is critical to the developmental and educational outcomes of an individual with dual sensory impairment, and I know that this project is part of the larger network of agencies focused on providing essential supports at critical times in the life of these students.

As you know, the Montana Board of Public Education serves as the "school board" for the Montana School for the Deaf and Blind (MSDB). I understand that the outreach consultants from MSDB are key partners in the implementation of project services, and that this project serves are a vehicle through which these consultants can continue to develop the specialized expertise needed to provide effective interventions for students who are deaf-blind.

The Board sincerely hopes that the Deaf-Blind Project will continue to be funded. We have observed, in our work, that many families in this great state depend on the high quality information the project provides, and we anticipate that new families will need similar types of support.

We appreciate the work that you do and commend the goals and objectives of the Deaf-Blind Project. The Board of Public Education looks forward to a continuing relationship with you, your agency, and colleagues in the project.

Sincerely,


Steve Meloy
Executive Secretary

State of Montana



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Memorandum

TO: Educational Partners

FROM: Steve Meloy, Executive Secretary

DATE: April 15, 2008

RE: BPE 5-Year Strategic Planning

The Board of Public Education will be conducting its 5-year strategic planning session on Wednesday, July 9, 2008 in the new Montana School Boards Association building located at the Compass Block, 863 Great Northern Blvd, 4th Floor, Helena. Please consider this an invitation to attend or send a representative from 1:00 – 4:00 p.m. to meet with the Board and its educational partners to provide valuable insight and direction in this strategic planning process.

More information will be available later, but the Board wanted to enable enough time to allow you to put this important date on your calendar.

School group: \$260M more needed

By MIKE DENNISON - IR State Bureau - 04/18/08

The state should increase its share of public-school funding by \$260 million a year, phased in over time, if it wants to adequately finance a quality education for Montana kids, an education official told lawmakers Thursday.

Lance Melton, executive director of the Montana School Boards Association, said while the proposal may sound "aggressive," it would merely put state support for schools back at 1991 levels, adjusted for inflation.

He also said while schools have seen a big influx of new state funds in the past three years, the state is spending a much lower share of its money now on schools than it did two decades ago.

"I'm not sure the state can impact (adequacy of education) if it's a minority partner in funding schools," Melton said, noting that local property taxes and federal funds combine to pay nearly 58 percent of Montana school budgets.

Melton presented the plan to the legislative Taxation and School Funding Subcommittee, which is looking at options for financing public schools in Montana.

Sen. Christine Kaufmann, D-Helena, a member of the panel, said she had one question for Melton: How would the state pay for a big increase in school funding?

"Are you prepared to support any particular revenue source, and help us out on this idea?" she asked.

Melton said that as far as schools are concerned, "nothing is off the table" on tax/revenue options, and that they're willing to "come to the table and find solutions."

Kaufmann persisted, asking if schools plan to offer any tax proposal.

Melton said if there is bipartisan interest in looking at tax proposals, the schools would gladly participate.

He also emphasized that the \$260 million increase would be state funds, and that local property taxes that pay for schools could be frozen while the increase is phased in.

The plan presented by Melton was put together this spring by the Montana Quality Education Coalition, the group of school districts and others who spearheaded the successful 2003 lawsuit that said the state isn't adequately funding schools.

The plaintiffs in the lawsuit went back to state District Court in Helena this year, saying the state still isn't meeting its constitutional obligation to fund schools.

Judge Jeffrey Sherlock has not yet ruled on the latest action in the lawsuit.

A \$260 million increase is 40 percent more than the approximate \$650 million the state is spending on schools this year.

The proposal outlined Thursday includes:

- An increase of \$7,250 in the "per educator" payment to schools, to allow schools to increase teacher salaries to the 25th highest in the nation. Cost: \$91 million.

- A \$1,000-per-student payment for kids deemed "at risk," meaning they would need extra help to keep them in school and succeed. Cost: \$48 million.

Melton said schools have a moral imperative to help low-achieving kids improve: "Until we show that we make some progress (here), I don't see how we can say that adequacy (of education) actually exists," he said.

- A \$260-per-student payment for textbooks and supplies. Cost: \$39 million.

- Annual payments for school building construction and maintenance. Cost: \$30 million.

Melton said schools are having more trouble meeting accreditation standards than they did when the 2003 lawsuit was launched.

He also said despite the increase in state funds of the previous three years, state government is now spending the lowest percentage of total funds on schools since 1991.

State dollars spent on public school general-fund budgets in 2007 also are only 1.5 percent of state's overall economy, or gross state product, compared to 2.9 percent in 1991, he added.

State of Montana



Board of Public Education

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

April 23, 2008

BOARD MEMBERS

Mrs. Pauline Hubman

APPOINTED MEMBERS: 2004 Wilbins Rd
Laurel, MT 59044

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Dear Mrs. Hubman,

Please find this as a response to your letter of inquiry dated April 18, 2008 regarding the requirements for students educated at home. To be exempted from Montana's compulsory enrollment laws, a home school shall meet the following requirements:

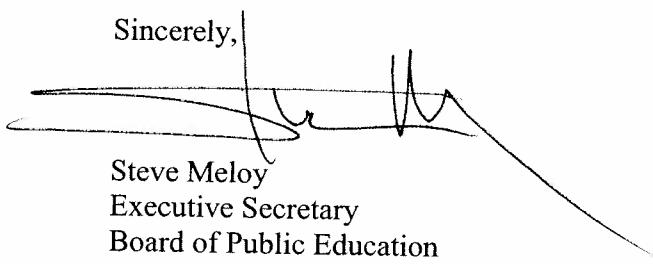
- 1) shall maintain records on pupil attendance and disease immunization and make the records available to the county superintendent of schools on request;
- 2) shall provide at least the minimum aggregate hours of pupil instruction in accordance with 20-10-301 and 20-1-302 of the 2007 School Laws of Montana;
- 3) must be housed in a building that complies with applicable local health and safety regulations;
- 4) shall provide an organized course of study that includes instruction in the subjects required of public schools as a basic instructional program pursuant to 20-7-11; and
- 5) in the case of home schools, shall notify the county superintendent of schools of the county in which the home school is located in each school fiscal year of the student's attendance at the school.

The responsibility for assuring that home schooled children are provided the minimum aggregate hours of instruction falls upon the county superintendent of the county in which the home is located. The reason the county superintendents have jurisdiction is that the Board of Public Education's legal responsibility for the education of our children is limited only to those in public schools.

As all home schools are required by law to notify the county superintendent of schools of the county in which the home school is located, I would direct the good questions that you have posed in your letter to your local county superintendent. In the case of Laurel, your County Superintendent is A J Micheletti. You may reach him at 256-6933.

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

Sincerely,


Steve Meloy
Executive Secretary
Board of Public Education

REPORT ID: 0106-0
 BOS. UNIT: 510 Board of Public Education
 FOR THE FY PERIOD: MARCH 2008

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

PAGE NO. 1
 RUN DATE: 3/3/2008
 RUN TIME: 02:33:29

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR
61101 Regular	01100	8,996.68	82,808.89	
61301 Per Diem	01100	200.00	750.00	
61401 FICA	01100	661.36	120.72	
61402 Retirement - Other	01100	152.93	397.37	
61403 Group Insurance	01100	1,121.00	1,152.30	
61404 Workers Compensation Insur	01100	142.80	313.90	
61410 State Unemployment Tax	01100	58.47	538.16	
61411 Teachers Retirement	01100	646.12	961.04	
TOTAL	61400 Employee Benefits	2,782.68	24,483.49	
TOTAL	61000 Personal Services	11,979.36	108,042.38	

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	ELAPSED TIME YTD: 354	CURRENT YTD: 354
62102 Consult & Prof Services	01100	11.50	11.50			
62104 Insurance & Bonds	01100	337.00	337.00			
62108 Legal Fees & Court Costs	01100	2,	101.30			
62113 Warrant Writing Services	01100	2.96	43.28			
62114 Payroll Service Fees	01100	60.00	60.00			
62148 SABRS Administrative Costs	01100	1,479.00	1,479.00			
62174 Data Network Serv/D Of A	01100	120.00	120.00			
62190 Printing/Pub & Graphics	01100	72.38	72.38			
62191 Printing/Other Provider	01100	59.95	59.95			
62199 General	01100	90.00	90.00			
TOTAL	62100 Other Services	17.96	4,374.41			
62210 Minor Tools, Instrum., & Equip	01100	132.91	574.58			
62212 Photo & Reproduction	01100	1,	500.84			
62225 Books & Reference Materials	01100	55.00	55.00			
62236 Ofc Supplies/Central Stores	01100	96.30	345.58			
62241 Office Sup/Minor Equip-NonStat	01100	636.38	1,357.54			
62260 Program Expense	01100	18.03	79.96			
TOTAL	62200 Supplies & Materials	885.62	3,913.50			
62304 Postage & Mailing	01100	26.91	600.07			
62309 Advertising - Non Recruiting	01100	9.50	42.50			
62370 Telephone Equip Chrg/D Of A	01100	75.00	635.00			
62385 Long Distance Chrg/D Of A	01100	3.20	158.12			
62389 Telephone Directories	01100	5.00	5.00			
TOTAL	62300 Communications	119.61	1,440.69			
62404 In-State State Motor Pool	01100	62.00	62.00			
62408 In-State Lodging	01100	385.20	385.20			
62410 In-State Meals Overnight	01100	153.00	153.00			
62412 Out-Of-State Commercial Trans	01100	560.60	560.60			
62417 Out-Of-State Meals	01100	79.00	79.00			
62418 Out-Of-State Lodging	01100	646.38	646.38			
62427 Computer Allowance	01100	62.00	62.00			
62435 NonEmployOutStateCommerce/Trans	01100	1,461.61	1,461.61			
62486 NonEmployInStateCommerce/Trans	01100	433.82	433.82			
62489 Non-Employee In State Mileage	01100	8,224.55	8,224.55			
62490 Non-Employee In State Meals	01100	1,517.00	1,517.00			
TOTAL	62400 Non-Employee Out State Meals	36.00	252.00			

REPORT ID: 0106-0
BUS. UNIT: 5010 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

STATE OF MONTANA
ORGANIZATION D - LL REPORT
ORG: I - BOARD OF PUBLIC EDUCATION
MGR NAME: MELOY, STEVE

PART-C Curr Month Detail Expense Transactions

ACCT#	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
61101	PAY1654571	03/11/2008	000005	PPE 2/29/08 HE1 ON-CYCLE	4,495.75			4,495.75
C1101	PAY1654571	03/11/2008	000006	PPE 2/29/08 HE1 ON-CYCLE	2.59			2.59
61101	PAY1659695	03/25/2008	000005	PPE 3/14/08 HF1 ON-CYCLE	4,495.75			4,495.75
61101	PAY1659695	03/25/2008	000006	PPE 3/14/08 HF1 ON-CYCLE	2.59			2.59
TOTAL	61101	Regular			8,996.68			
61301	ACC1654405	03/11/2008	000040	Per Diem	100.00	00001899	STORRS BISHOP	
61301	ACC1654405	03/11/2008	000041	Per Diem	100.00	00001900	BERNIE OLSON	
TOTAL	61301	Per Diem			200.00			
61401	PAY1654571	03/11/2008	000009	PPE 2/29/08 HE1 ON-CYCLE	330.47			330.47
61401	PAY1654571	03/11/2008	000010	PPE 2/29/08 HE1 ON-CYCLE	0.20			0.20
61401	PAY1659695	03/25/2008	000009	PPE 3/14/08 HF1 ON-CYCLE	330.49			330.49
61401	PAY1659695	03/25/2008	000010	PPE 3/14/08 HF1 ON-CYCLE	0.20			0.20
TOTAL	61401	FICA			661.36			
61402	PAY1654571	03/11/2008	000012	PPE 2/29/08 HE1 ON-CYCLE	76.42			76.42
61402	PAY1654571	03/11/2008	000013	PPE 2/29/08 HE1 ON-CYCLE	0.05			0.05
61402	PAY1659695	03/25/2008	000012	PPE 3/14/08 HF1 ON-CYCLE	76.41			76.41
61402	PAY1659695	03/25/2008	000013	PPE 3/14/08 HF1 ON-CYCLE	0.05			0.05
TOTAL	61402	Retirement - Other			152.93			
61403	PAY1654571	03/11/2008	000016	PPE 2/29/08 HE1 ON-CYCLE	560.17			560.17
61403	PAY1654571	03/11/2008	000017	PPE 2/29/08 HE1 ON-CYCLE	0.33			0.33
61403	PAY1659695	03/25/2008	000016	PPE 3/14/08 HF1 ON-CYCLE	560.17			560.17
61403	PAY1659695	03/25/2008	000017	PPE 3/14/08 HF1 ON-CYCLE	0.33			0.33
TOTAL	61403	Group Insurance			1,121.00			
61404	PAY1654571	03/11/2008	000020	PPE 2/29/08 HE1 ON-CYCLE	71.36			71.36
61404	PAY1654571	03/11/2008	000021	PPE 2/29/08 HE1 ON-CYCLE	0.04			0.04
61404	PAY1659695	03/25/2008	000020	PPE 3/14/08 HF1 ON-CYCLE	71.36			71.36
61404	PAY1659695	03/25/2008	000021	PPE 3/14/08 HF1 ON-CYCLE	0.04			0.04
TOTAL	61404	Workers Compensation Insur			142.80			
61410	PAY1654571	03/11/2008	000023	PPE 2/29/08 HE1 ON-CYCLE	29.22			29.22
61410	PAY1654571	03/11/2008	000024	PPE 2/29/08 HE1 ON-CYCLE	0.01			0.01
61410	PAY1659695	03/25/2008	000023	PPE 3/14/08 HF1 ON-CYCLE	29.23			29.23
61410	PAY1659695	03/25/2008	000024	PPE 3/14/08 HF1 ON-CYCLE	0.01			0.01
TOTAL	61410	State Unemployment Tax			58.47			
61411	PAY1654571	03/11/2008	000026	PPE 2/29/08 HE1 ON-CYCLE	322.88			322.88
61411	PAY1654571	03/11/2008	000027	PPE 2/29/08 HE1 ON-CYCLE	0.18			0.18
61411	PAY1659695	03/25/2008	000026	PPE 3/14/08 HF1 ON-CYCLE	322.88			322.88
61411	PAY1659695	03/25/2008	000027	PPE 3/14/08 HF1 ON-CYCLE	0.18			0.18
TOTAL	61411	Teachers Retirement			646.12			
62113	0001655941	03/13/2008	000001	Warrant Writing Services	2.96			2.96
62174	0001655946	03/13/2008	000001	Data Network Serv/D Of A	15.00			15.00
621910	ACC1656315	03/14/2008	000006	Cell Phone	58.45	00001909	VERIZON WIRELESS SERVICES LLC	

REPORT ID: 0106-O
BUD. UNIT: J-10 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PAGE N 5
RUN DATE: 04/01/2008
RUN TIME: 03:33:29

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENOR NAME
62497	ACC1654405	03/11/2008	000073	Mileage, Lodging,	149.80	00001898	PATTY MYERS
62497	ACC1654405	03/11/2008	000074	Mileage, Lodging,	74.90	00001899	STORRS BISHOP
62497	ACC1654405	03/11/2008	000075	Mileage, Lodging,	149.80	00001900	BERNIE OLSON
62497	ACC1654405	03/11/2008	000076	Mileage, Lodging,	149.80	00001903	KATIE WOOD
62497	ACC1656315	03/14/2008	000009	Mileage, Lodging	74.90	00001908	SHARON CARROLL
TOTAL	62497	Non-Employee In-State Lodging			599.20		

62809 0001650904 03/01/2008 000001 Education/Training Costs

62817	PRO1661271	03/21/2008	000001	MONTANA STATE UNIVERSI	115.00
62817	PRO1661271	03/21/2008	000005	NASBE	60.00
62817	PRO1661271	03/21/2008	000011	MONTANA STATE UNIVERSI	425.00
TOTAL	62817	Meetings/Conference Costs			60.00
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			545.00
					16,760.27

ELAPSED TIME YTD: 75:

ELAPSED TIME: 03:33:29

REPORT ID: MTG10106-O
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PAGE NO. 1
RUN DATE: 04/01/2008
RUN TIME: 03:33:29

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCT-CDNT	FUND	CURRENT MONTH	CURRENT YEAR	CH PRIOR YR	PRIOR YEAR	ELAPSED TIME	YTD:
62817	Meetings/Conference Costs	08116	375.00	375.00	375.00	375.00	75%
TOTAL FUND	08116	Montana Commission on Teac	375.00	375.00	375.00	375.00	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		375.00	375.00	375.00	375.00	

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT-CDNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62817	ACC1656315	03/14/2008	0000010	Conference Fee	375.00	00001910	NATIONAL COMMISSION ON TEACHING

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

REPORT ID: 0106-0
 BUS. UNIT: 5110 Board of Public Education
 FOR THE FY PERIOD: MARCH 2008

STATE OF MONTANA
 ORGANIZATION D-1 L REPORT
 ORG: 3 - ADVISORY COUNCIL
 MGR NAME: MELOY, STEVE

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	ELAPSED TIME YTD:	CURRENT YEAR	ELAPSED TIME YTD:
61101 Regular	02122	6,727.06	60,968.43	60,968.43	60,968.43	60,968.43	60,968.43
61133 Termination Pay - Sick Leave	02122		146.97		146.97	146.97	146.97
61134 Termination Pay - Vacation	02122		168.17		168.17	168.17	168.17
61136 FSPA Comp Time Payout	02122		268.48		268.48	268.48	268.48
TOTAL 61100 Salaries		6,727.06	61,552.05		61,552.05	61,552.05	61,552.05
61301 Per Diem	02219	100.00	300.00		300.00	300.00	300.00
61401 FICA	02122	502.33	4,569.79		4,569.79	4,569.79	4,569.79
61402 Retirement - Other	02122	137.43	1,262.19		1,262.19	1,262.19	1,262.19
61403 Group Insurance	02122	1,239.00	10,115.70		10,115.70	10,115.70	10,115.70
61404 Workers Compensation Insur	02122	126.36	1,156.15		1,156.15	1,156.15	1,156.15
61410 State Unemployment Tax	02122	43.71	400.14		400.14	400.14	400.14
61411 Teachers Retirement	02122	452.06	4,129.94		4,129.94	4,129.94	4,129.94
TOTAL 61400 Employee Benefits		2,500.89	21,633.91		21,633.91	21,633.91	21,633.91
TOTAL 61000 Personal Services		9,327.95	83,485.96		83,485.96	83,485.96	83,485.96
62102 Consult & Prof Services	02219		11.50		11.50	11.50	11.50
62104 Insurance & Bonds	02219		337.00		337.00	337.00	337.00
62113 Warrant Writing Services	02219		2.96		2.96	2.96	2.96
62114 Payroll Service Fees	02219		43.26		43.26	43.26	43.26
62148 SBHRS Administrative Costs	02219		60.00		60.00	60.00	60.00
62179 Data Network Serv/D Of A	02219		1,479.00		1,479.00	1,479.00	1,479.00
62191 Printing/Other Provider	02219		120.00		120.00	120.00	120.00
62199 General	02219		59.95		59.95	59.95	59.95
TOTAL 62100 Other Services		17.96	2,200.71		2,200.71	2,200.71	2,200.71
62212 Photo & Reproduction	02219		569.40		569.40	569.40	569.40
62225 Books & Reference Materials	02219		250.00		250.00	250.00	250.00
62236 OTC Supplies/Central Stores	02219		98.29		98.29	98.29	98.29
62241 Office Sup/Minor Equip-NonStat	02219		345.56		345.56	345.56	345.56
62249 Minor Software	02219		1,038.36		1,038.36	1,038.36	1,038.36
62260 Program Expense	02219		29.00		29.00	29.00	29.00
TOTAL 62200 Supplies & Materials		18.03	79.95		79.95	79.95	79.95
		116.32	2,312.27		2,312.27	2,312.27	2,312.27
62304 Postage & Mailing	02219		16.49		16.49	16.49	16.49
62309 Advertising - Non Recruiting	02219		9.50		9.50	9.50	9.50
62370 Telephone Equip Chrg/D Of A	02219		75.00		75.00	75.00	75.00
62385 Long Distance Chrg/D Of A	02219		5.19		5.19	5.19	5.19
62389 Telephone Directories	02219		5.00		5.00	5.00	5.00
TOTAL 62300 Communications		111.18	1,288.05		1,288.05	1,288.05	1,288.05
62404 In-State State Motor Pool	02219		249.54		249.54	249.54	249.54
62407 In-State Meals	02219		218.00		218.00	218.00	218.00
62408 In-State Lodging	02219		430.12		430.12	430.12	430.12
62410 In-State Meals Overnight	02219		157.00		157.00	157.00	157.00
62412 Out-Of-State Commercial Trans	02219		1,056.60		1,056.60	1,056.60	1,056.60
62417 Out-Of-State Meals	02219		213.00		213.00	213.00	213.00
62418 Out-Of-State Lodging	02219		1,794.43		1,794.43	1,794.43	1,794.43
62427 Commuter Allowance	02219		178.56		178.56	178.56	178.56
62485 NonEmployeeOutStateCommerce/Trans	02219		1,785.89		1,785.89	1,785.89	1,785.89

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PAGE NO. 2
RUN DATE: 04/01/2008
RUN TIME: 03:33:29

FEDERAL-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	Non-Employee	In State	Mileage	0
662489 Non-Employee In State	0	0	0	0
662490 Non-Employee In State Meals	0	0	0	0
662492 Non-Employee Out State Meals	0	0	0	0
662493 Non-Employee Out State Lodging	0	0	0	0
662497 Non-Employee In-State Lodging	0	0	0	0
TOTAL	62400	Travel		

0	0	0
0	0	0
0	0	0
62528	Rent-Non Dept of Admin	Dept of Admin
TOTAL	62528	Rent-Non Dept of Admin
TOTAL	62500	Rent

0	0	0	0
Subscriptions	662802	Education/Training Costs	0
Meetings/Conference Costs	662817	Statewide Indirect Costs	0
Other Expenses	662888	Local Indirect Costs	0

TOTAL, 62000 Operating Expenses

TOTAL FUND: 02219 Research Fund

F
0
FAPRI-B BUDGET REVENUE ACCOUNT SUMMARY
ACCOUNT 5512030 Accommodations Tax
TOTAL FUND 01100 General Fund

TOTAL PROJEK 2008

BUDGET REVENUE ACCOUNT SUMMARY

PART-B BUDGET EXPENSE ACCOUNT SUMMARY
F
0
FACACCOUNT
6620000 Operating Expenses
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL
TOTAL FUND 02122 ADVISORY COUNCIL

TOTAL PROGRAM 2007

D
O
C
U
M
E
N
T
S
I
N
G
A
L
A
B
O
R
D
P
R
O
T
O
C
H
O
L
E

CURRENT MONTH		CURRENT YEAR	ON PRIOR YR	PRIOR YEAR	ELAPSED TIME END:
					CURR+PRVCR
771.28		3,129.86		3,129.86	3,129.86
177.00		607.00		607.00	607.00
		479.00			479.00
		2,460.54			2,460.54
		1,784.87			1,784.87
		14,544.41			14,544.41
674.10					
1,840.38					

607.50		607.50
	8,250.00	8,250.00
4,218.75		4,218.75
4,218.75		12,466.75
	8,250.00	13,076.25
4,826.25		

117.02	117.02
199.00	199.00
2,457.00	2,457.00
3,175.87	3,175.87
5,948.80	5,948.80
60.00	60.00

2,145.84	31,120.58	8,250.00	33,370.58
----------	-----------	----------	-----------

2,245.84 31,420.58
1.1 873.70 113,606.54
8 750.00 102,625.62

ESTIMATE	RECOGNIZED
200.00	
200.00	
	BALANCE
	200.00
	200.00

200.00
200.00
200.00

			8,250.00-
			8,250.00
		83,184.88	3,000.00
		1,08	16,329.12
		300.00	442.92
			13,855.00
			2
			7
			5
			2
			1

31	120.56	14.77 ¹⁹⁹⁰	4.42	65
----	--------	-----------------------	------	----

REPORT ID: 0106-0
 BUDS. UNIT: J10 Board of Public Education
 FOR THE FY PERIOD: MARCH 2008

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

PAGE NO. 1
 RUN DATE: 4/01/2008
 RUN TIME: 03:33:29

FART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	EXPENDED	ELAPSED TIME YTD:
TOTAL SUB-CLS 240H3 ADVISORY CNCL REIMB INC				3,000.00	3,000.00	3,000.00
TOTAL FUND 01100 General Fund				3,000.00	3,000.00	3,000.00
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL				99,514.00	83,184.88	16,329.12
TOTAL SUB-CLS 240H8 .6 DISCRETIONARY ALLOC (BIEN)				444.00	1.08	442.92
TOTAL FUND 02122 Advisory Council				99,958.00	63,185.96	16,772.04
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL				60,000.00	31,420.58	26,576.42
TOTAL FUND 02219 Research Fund				60,000.00	31,420.58	26,576.42
TOTAL PROGRAM 2008				162,958.00	114,606.54	46,352.46
TOTAL FART-B BUDGET EXPENSE ACCOUNT SUMMARY				162,958.00	122,656.54	40,102.46

FART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACTCNT	JRNLT-ID	DATE	JRNLT-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
e1401	PAY1654570	03/11/2008	0000002	PPE 2/29/08 HE1 ON-CYCLE	3,242.76		
e1401	PAY1654571	03/11/2008	0000007	PPE 2/29/08 HE1 ON-CYCLE	120.69		
e1401	PAY1654571	03/11/2008	0000008	PPE 2/29/08 HE1 ON-CYCLE	0.08		
e1401	PAY1659694	03/25/2008	0000002	PPE 3/14/08 HF1 ON-CYCLE	3,242.76		
e1401	PAY1659695	03/25/2008	0000007	PPE 3/14/08 HF1 ON-CYCLE	120.69		
e1401	PAY1659695	03/25/2008	0000008	PPE 3/14/08 HF1 ON-CYCLE	0.08		
TOTAL	61401	Regular			6,727.06		
61301	ACCO1654405	03/11/2008	0000039	Per Diem	100.00	000001895	TONIA BLOOM
e1402	PAY1654570	03/11/2008	0000003	PPE 2/29/08 HE1 ON-CYCLE	242.40		
e1401	PAY1654571	03/11/2008	0000011	PPE 2/29/08 HE1 ON-CYCLE	6.77		
e1401	PAY1659694	03/25/2008	0000003	PPE 3/14/08 HF1 ON-CYCLE	242.40		
e1401	PAY1659695	03/25/2008	0000011	PPE 3/14/08 HF1 ON-CYCLE	8.76		
TOTAL	61401	FICA			502.33		
e1402	PAY1654570	03/11/2008	0000004	PPE 2/29/08 HE1 ON-CYCLE	60.22		
e1402	PAY1654571	03/11/2008	0000014	PPE 2/29/08 HE1 ON-CYCLE	8.48		
e1402	PAY1654571	03/11/2008	0000015	PPE 2/29/08 HE1 ON-CYCLE	0.01		
e1402	PAY1659694	03/25/2008	0000004	PPE 3/14/08 HF1 ON-CYCLE	60.22		
e1402	PAY1659695	03/25/2008	0000014	PPE 3/14/08 HF1 ON-CYCLE	8.49		
e1402	PAY1659695	03/25/2008	0000015	PPE 3/14/08 HF1 ON-CYCLE	0.01		
TOTAL	61402	Retirement - Other			137.43		
61403	PAY1654570	03/11/2008	0000005	PPE 2/29/08 HE1 ON-CYCLE	590.00		
61403	PAY1654571	03/11/2008	0000018	PPE 2/29/08 HE1 ON-CYCLE	29.48		
61403	PAY1654571	03/11/2008	0000019	PPE 2/29/08 HE1 ON-CYCLE	0.02		
61403	PAY1659694	03/25/2008	0000005	PPE 3/14/08 HF1 ON-CYCLE	590.00		
61403	PAY1659695	03/25/2008	0000018	PPE 3/14/08 HF1 ON-CYCLE	29.48		
61403	PAY1659695	03/25/2008	0000019	PPE 3/14/08 HF1 ON-CYCLE	0.02		
TOTAL	61403	Group Insurance			1,239.00		
61404	PAY1654570	03/11/2008	0000006	PPE 2/29/08 HE1 ON-CYCLE	60.91		
61404	PAY1654571	03/11/2008	0000022	PPE 2/29/08 HE1 ON-CYCLE	2.27		
61404	PAY1659694	03/25/2008	0000006	PPE 3/14/08 HF1 ON-CYCLE	60.91		

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PAGE NO. 4
RUN DATE: 04/01/2008
RUN TIME: 03:33:29

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				ELAPSED TIME YTD:	-5-	
ACCTN#	JRNL-ID	DATE	JRNL-LIN DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61410	PAY1654570	03/11/2008	0000007 PPE 2/29/08 HE1 ON-CYCLE	21.07		
61410	PAY1654571	03/11/2008	0000025 PPE 2/29/08 HE1 ON-CYCLE	0.79		
61410	PAY1659694	03/25/2008	0000007 PPE 3/14/08 HF1 ON-CYCLE	21.07		
61410	PAY1659695	03/25/2008	0000025 PPE 3/14/08 HF1 ON-CYCLE	0.78		
TOTAL	61410	State Unemployment Tax		43.71		
61411	PAY1654570	03/11/2008	0000008 PPE 2/29/08 HE1 ON-CYCLE	226.03		
61411	PAY1659694	03/25/2008	000006 PPE 3/14/08 HF1 ON-CYCLE	226.03		
TOTAL	61411	Teachers Retirement		452.06		
62113	0001655941	03/13/2008	000002 Warrant Writing Services	2.96		
62174	0001655946	03/13/2008	000006 Data Network Serv/D Of A	15.00		
62236	0001655944	03/13/2008	000002 Ofc Supplies/Central Stores	98.29		
62280	0001657895	03/19/2008	000005 Program Expense	18.03		
62304	0001660303	03/26/2008	000002 Postage & Mailing	16.49		
62309	0001655946	03/13/2008	000007 Advertising - Non Recruiting	9.50		
62370	0001655946	03/13/2008	000008 Telephone Equip Chrg/D Of A	75.00		
62385	0001655946	03/13/2008	000010 Long Distance Chrg/D Of A	5.19		
62389	0001655946	03/13/2008	000009 Telephone Directories	5.00		
62407	ACC1660539	03/27/2008	000005 Meals	120.00	00001913	LEWIS & CLARK CO SCHOOL DIST 1
62407	ACC1660539	03/27/2008	000006 Meals	98.00	00001914	LEWIS & CLARK CO SCHOOL DIST 1
TOTAL	62407	In-State Meals		218.00		
62489	ACC1654405	03/11/2008	000045 Mileage, Lodging, Meals	217.28	00001892	MARY SUSAN E FISHBAUGH
62489	ACC1654405	03/11/2008	000046 Mileage, Lodging, Meals	117.38	00001893	DOUG REISING
62469	ACC1654405	03/11/2008	000047 Mileage, Lodging, Meals	176.54	00001894	JUDIE WOODHOUSE
62489	ACC1654405	03/11/2008	000048 Mileage, Lodging, Meals	260.08	00001895	TONIA BLOOM
TOTAL	62489	Non-Employee In State Mileage		771.28		
62490	ACC1654405	03/11/2008	000056 Mileage, Lodging, Meals	40.00	00001892	MARY SUSAN E FISHBAUGH
62490	ACC1654405	03/11/2008	000057 Mileage, Lodging, Meals	40.00	00001893	DOUG REISING
62490	ACC1654405	03/11/2008	000058 Mileage, Lodging, Meals	46.00	00001894	JUDIE WOODHOUSE
62490	ACC1654405	03/11/2008	000059 Mileage, Lodging, Meals	23.00	00001895	TONIA BLOOM
62490	ACC1654405	03/11/2008	000060 Lodging, Meals	28.00	00001896	KIMBERLY WARRICK
TOTAL	62490	Non-Employee In State Meals		177.00		
62497	ACC1654405	03/11/2008	000068 Mileage, Lodging, Meals	149.80	00001892	MARY SUSAN E FISHBAUGH
62497	ACC1654405	03/11/2008	000069 Mileage, Lodging, Meals	149.80	00001893	DOUG REISING
62497	ACC1654405	03/11/2008	000070 Mileage, Lodging, Meals	149.80	00001894	JUDIE WOODHOUSE

REPORT ID: 0106-0
BJS. UNIT: 54110 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ACCT JRNL-ID DATE JRNL-IN DESCRIPTION
62497 ACC1654405 03/11/2008 000071 Mileage, Lodging, Meals
62497 ACC1654405 03/11/2008 000072 Lodging, Meals
TOTAL 62497 Non-Employee In-State Lodging

C-617 PFO1661271 03/21/2008 000003 MONTANA STATE UNIVERSI

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 75:
AMOUNT VCHR-ID VENDOR NAME
74.90 00001895 TONIA BLOOM
149.80 00001896 KIMBERLY WARRICK
674.10

PAGE N 5
RUN DATE: 04/01/2008
RUN TIME: 03:35:29

REPORT ID: MTGLO106-O
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: MARCH 2008

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

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY
ACCT-UNIT 62241 Office Sup/Minor Equip-NonStat 02219
TOTAL FUND 02219 Research Fund

TOTAL, PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

PART-B BUDGET EXPENSE ACCOUNT SUMMARY
ACCT-UNIT 622009 Operating Expenses 02219 2007 240H1
TOTAL, SUB-CLS 240H1 ADVISORY COUNCIL
TOTAL FUND 02219 Research Fund

TOTAL PROGRAM 2007

TOTAL, PART-B BUDGET EXPENSE ACCOUNT SUMMARY

PAGE NO. 1
RUN DATE: 04/01/2008
RUN TIME: 03:33:29

ELAPSED TIME YTD: 75:
CURR+PRTOR

PRIOR YEAR
210.47
210.47

210.47
210.47

CURRENT MONTH
FUND
BUDGET
ENCUMBERED

CURRENT YEAR
FUND
BUDGET
ENCUMBERED

March 2008

April 2008

May 2008

Executive Secretary's Report

Thursday, May 8, 2008

By: Steve Meloy/ Executive Secretary

This past few months has been dedicated partially to ongoing Board involvement with its Distance Learning Task Force Phase II, its subgroups as well as sub-subgroups. Work continues with legislative oversight committees specifically to our strategic planning and combining efforts with the five-year planning process and the filing of a strategic planning document for information technology for the next biennium. The Legislative Auditor is in the middle of the Board's biennial financial audit and hopes to be completed by July. Carol and I will continue to work with three auditors in this regard. We continue our response to the Legislative Finance Committee which invited the Board to its December interim committee to discuss the proposed goal and performance measure to be evaluated on an ongoing basis between now and the '09 session. The subcommittee with which we work consists of Senator Wanzenreid and Senator Schmidt. Our goal includes the work around setting standards by rule. A specific request of the committee chair is for the Board to demonstrate the status of those schools in deficiency accreditation status in the 06-07 school year and whether or not the deficiency has been corrected. The Education and Local Government Committee invited us into a discussion with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. The Interim Committee wants us to develop a shared vision to be articulated after next legislative session. This work spills over into the "leaky pipeline" and post secondary readiness work of the K-College Workgroup. Additionally, I continue to speak before various audiences on the progress we are making surrounding our distance learning work with phase II of the Distance Learning Task Force and have been invited back to report to this committee when they meet in the summer. We are coordinating the efforts of phase II of the distance learning work which continues to be challenging given the busy schedules of the many participants. The next meeting of importance is May 1, 2008 when the full group will finalize recommendations to the Board. Work continues in the coordination with OPI on an Assessment Task Force to continue identifying appropriate and meaningful assessments for all of our school districts. OPI has delivered to the Board recommendations in this regard and the Chair of our Assessment Committee and staff will attend the statewide assessment conference at the end of April. We have scheduled an assessment update at our May meeting. The new curriculum specialists will be involved with assessment and that should be helpful even though recruiting for these positions has been difficult. The K-College Workgroup met again January 31, 2008 and I presented the progress of the DLTF Phase II. The CSPAC crew continues it's their working with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57. The next Chapter 57 meeting is scheduled for May 28th. We continue the work with the Legislative Fiscal Division on Goals and Objectives for the Board as well as the Interim Committee on Education and Local Government. The Legislative Audit continues its performance audit of MSDB and has indicated that it will be taking a look at our internal control policies before the summer's end. We continue to work with our attorney and outside legal counsel in the processing of revocations and appeals of license denials brought before the Board. We

also coordinated a statewide meeting regarding information surrounding “threshold” behaviors of educators which may constitute a breach of safety for public school students. The next meeting has not been finalized, but will be after the major work surrounding Chapter 57 has been completed.

Board work continues to include but is not limited to: school safety issues; the first two meetings of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; designing performance measures to the satisfaction of the LFD; planning for the BPE’s five-year planning process; the future of the NRT as well as future assessments to inform instruction; total review of Chapter 57; the K-College Workgroup; Distance Learning Task Force Phase I follow-up and Phase II; the Dual Enrollment/ Credit work; the Counsellorship Initiative; the Assessment alignment work; MSDB coordination and oversight; MSDB Strategic planning; the previous Interim Committee work follow up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; the work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; the Special Purpose Schools Task Force; Chapter 55 review process; the PEPPS Review Advisory Panel; the BPE five-year plan; involvement with planning for NASBE annual meeting; the monitoring of the Writing Assessment Consortia Project; the writing implementation committee work; monitoring the Indian Education For All efforts; the High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; worked on project to implement the teacher loan repayment plan found in SB 2; work on issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant follow-up on student leadership; special meetings of the BPE; strategy development for the 2009 Legislative session; 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 LSD on fiscal responsibility processes for SB 152
- Worked on letter regarding the accreditation report to BPE in March
- Worked with Anneliese on continuous modifications to our website
- Continued contract work with a legal agency services
- Monitored work of performance audit at MSDB
- Ongoing work with the state’s broadband system and our policies
- Monitored contract work and billing statements with an administrative law judge
- Completed performance evaluation documents for all employees
- Attended MASS spring meeting in Helena
- Continued discussions with Commissioner on office move back to SAF

- Processing of work involved with revocations recommendations from OPI
- Processing work in conjunction with appeal of license denials
- Completed draft of strategic plan for coming fiscal year
- Prepared information on accreditation deficiencies for legislative committee
- Co-coordinating NASBE Executive Director to Board's planned strategic planning
- Worked on sub-committee task force entertaining new "class 8" licensure
- Worked on sub-committee entertaining the issue of supplement not supplant
- Worked on sub-committee entertaining fiscal issues related to Distance Learning
- Worked on 2008 agenda for the National Association of Educational Executives
- Worked on the screening committee for the new OCHE Deputy Commissioner
- Worked with budget office on goals and objectives
- Worked on a process to review standards for deaf interpreters
- Worked with LFD on their request for strategic plans from all agencies
- Continued work with OPI on planning Distance Learning Phase II
- Worked with partners on draft of ESEA letter to Congressional delegation
- Visited with PA reporter about our student representative position
- Assisted Carol in the reorganization of the Board's financials
- Attended statewide strategic planning for MSDB
- Attended legislative briefing by the Montana Schools E-Learning Consortium
- Attended K-College Workgroup meeting facilitated by APPLE
- Was briefed by OPI regarding an emerging issue of Hutterites
- Attended MSDB conference call meeting
- Attended a FIPSE (Fund for the Improvement of Postsecondary education) grant
- Represented the Board on a panel at the state TRiO meeting in Butte
- Met with our new Legislative Analyst, Pan Joehler
- Finalized arrangements with Brenda Welburn to assist the Board in strategic planning in July
- Reserved a location for strategic planning session in July
- Invited two Superintendent of Public Instruction candidates to our may meeting
- Distributed MQEC remedy proposal to BPE
- Invited Dr. Bruce Messinger to present to the BPE in May on MQEC remedy

The work before the Board continues with a high level of importance including our work on dual enrollment/credit, assessment, strategic planning, and relation building with the Board of Regents and the Legislature, OCHE and the K-College Workgroup.

Western Area Board Members:

NASBE is in the process of developing a new strategic plan and the issue of services to the Western Region is one of our major concerns. A meeting of members from the Western Region has been proposed for early August but before we get too far into the planning, we would like to determine the interest in such a meeting. The meeting would be held in Denver and would include a discussion of education issues of particular concern to the Western states as well as a focus session on how NASBE can best meet your needs. The conference would begin at 2:00 PM on the first day and conclude with lunch the following day.

Please let me know by April 18 if you would be interested in attending a meeting of Western Area State Board Meetings.

Thank you.

Kristie

Have a Great Day.

Kristie Jones

Executive Assistant to the Executive Director

NASBE

277 S. Washington Street

Suite 100

Alexandria, VA 22314

703-684-4000 ext.1102 (office)

703-836-2313 (fax)

Meet Me at Our Annual Conference!!!

October 16-18, 2008

Marriott Crystal Gateway

1700 Jefferson Davis Hwy

Arlington, VA 22202





Access & Excellence

COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS

OFFICE OF THE DEAN

1500 UNIVERSITY DRIVE
BILLINGS, MT 59101-0298

OFFICE (406) 657-2285
FAX (406) 657-2807
E-MAIL MFISHBAUGH@MSUBILLINGS.EDU

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

April 14th 2008

Dear Mr. Meloy,

I am writing to re-apply as the representative of the Montana Council of Deans of Education on the Certification Standards and Practices Advisory Council. Completing the term of Dr. George White upon his resignation to serve as the Interim Provost and Vice Chancellor of MSUBillings has been an honor. CSPAC serves an important role in Montana's efforts to license only the best educators for our children and youth. Because the MCDE implements that mission through Montana's various colleges and universities, the MCDE voice is essential for CSPAC and the BPE. As I have worked with the other CSPAC representatives of varied constituencies, I have been impressed with their dedication to education for Montana's future and I have gained tremendous respect for each of them. The varied perspectives have enriched my role as the Interim Dean of the MSUB College of Education so that our Teacher Education Program has been strengthened.

Thank you for your consideration of my re-application. I have attached my curriculum vita with this letter.

*Mary Susan E. Fishbaugh, Ed.D.
Interim Dean*

RECEIVED

APR 09 2008

MEA-MFT-HQ

1 April 2008

Attention: Steve Meloy
Montana Certification and Practices Advisory Council

I am an elementary teacher at the middle school in Kalispell School District #5. I am applying to be a member of the Montana Certification and Practices Advisory Council. I wish to become a member of this council to promote best practices that will keep Montana in the forefront of education.

I have a keen interest in professional development. I completed action research in the area of professional development and continue to serve on several district and state committees. I am involved in the development and instruction of our new teacher induction classes.

I enjoy the professional development conferences that I have had the opportunity to attend with the support and encouragement of my union and school district. I keep updated by attending local, state, and national conferences. I strongly believe that the most important factor in student achievement is a well-prepared teacher with access to continuous, job-embedded, research-based professional development. I would embrace the opportunity to serve on this council to continue and improve excellence in our public education system in the state of Montana.

I will look forward to your response. Please feel free to call with any additional questions that you may have.

Sincerely,

Sharon Applegate

Sharon Applegate
6th Grade Teacher
Kalispell Middle School
233 1st Ave East
Kalispell, MT 59901
(406)751-3800, 212-2098

APPLICATION FOR APPOINTMENT TO THE MONTANA
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

Position on Council: **TEACHER K-8**

Name of Applicant: Sharon Applegate E-Mail: applegatesand5.k12.mt.us

Home Phone: 257-7411 Work Phone: 751-3800 Fax: _____

Address: 945 8th Ave. E., Kalispell, MT 59901

Employed by: Kalispell School District #5

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

Professional experience: (include dates, employer and location)

Professional and Community Activities:

Awards and Honors:

Please see Attached

Employer/District Release: (if employed):

I, Kalispell School District #5, will release
Employer

Sharon Applegate for service on
the Council.
Applicant

References (Letters of reference should be attached)

Include a letter of reference from a School Board Member and Superintendent.

Name John Hughes Position President Kalispell Education Association
Address 164 Wilson Heights Kalispell, MT 59901
E-Mail hughes@sd5.k12.mt.us
Phone Number 406-257-0184

Name Darlene Schottle Position Superintendent
Address 233 First Ave East, Kalispell, MT 59901
E-MAIL schottled@sd5.k12.mt.us

Phone Number 406-751-3434
Name Don Murray Position School Board Member
Address 146 Somerset Drive, Kalispell, MT 59901
E-MAIL dmurray@smalleylaw.com
Phone Number 406-156-6010

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Sharon Applegate, am committed to the
Council's statutory responsibilities. Applicant
Initials SA

Deadline for application is April 18, 2008.

All application forms must be sent to:

Steve Meloy
Board of Public Education
PO BOX 200601
46 N Last Chance Gilch
Helena, MT 59620-0601

SHARON APPLEGATE

945 8th Avenue East • Kalispell, MT 59901
(406) 257-7411
(406) 751-4045 - fax

sharon@montana.com

OBJECTIVE

Continue to accrue classroom experience while training, instructing and coordinating professional development activities and programs for teachers.

EDUCATION

November 2002 – Summer 2004	University of Phoenix – On-line
	<i>Masters Degree – Curriculum and Technology</i>
Fall 1981-Winter 1985	University of Montana
	<i>Bachelors of Science – Elementary Education</i>

PROFESSIONAL EXPERIENCE

January 2008	Classroom Instruction That Works	Kalispell, MT
July 2007	<i>Leadership Team Member</i>	
	QUEST	Washington, DC
	<i>Participant</i>	
June 2006 to June 2007	OPI	Helena, MT
	<i>School Support Team Member</i>	
February 2005	ER&D Winter Institute	Orlando, FL
	<i>Instructional Strategies</i>	
December 2004	Committee Weekend	Helena, MT
	<i>Professional Issues & Development</i>	
June 2004	ER & D Summer Institute	Tampa, FL
	<i>Instructional Strategies</i>	
March 2004	ASCD National Conference	New Orleans, LA
	<i>Differentiation</i>	
February 2004	Professional Builder Symposium	Baltimore, MD
	<i>Montana Teacher Representative</i>	
August 2003 to Present	Instructor/Local Site Coordinator	Kalispell, MT
	<i>Educational Research and Dissemination</i>	
Fall 2000 to Current	Teacher	Kalispell, MT
	<i>6th Grade Edgerton School</i>	
Fall 1997 to Spring 2000	Teacher	Kalispell, MT
	<i>3rd Grade Edgerton School</i>	
Fall 1997 to Spring 2000	Teacher	Kalispell, MT
	<i>Physical Education Russell School</i>	
Fall 1987 to Spring 1997	Teacher	Kalispell, MT
	<i>1st Grade Edgerton School</i>	
Fall 1986 to Spring 1987	Teacher	Kalispell, MT
	<i>1st Grade Hedges School</i>	

LEADERSHIP EXPERIENCE

ER&D Professional Development On-Line
⇒ *Practice and producing on-line classes*

ER&D Winter Institute
⇒ *Identifying and demonstrating presenter training skills*

ER&D Summer Institute
⇒ *Training for Foundations of Effective Teaching*

MEA-MFT Delegate Assembly
⇒ *Discussing state-wide educational politics and business*

KEA Negotiations Chair
⇒ *Facilitating contract agreements*

KEA Teacher Building Representative
⇒ *Promoting and communicating excellence in teaching*

Action Research University of Phoenix
⇒ *Conducting research to improve professional development practices*

Professional Development Committee
⇒ *Organizing professionals development classes for the school year*

REFERENCES

Cindy Jones
Colleague
2425 Foys Lake Road
Kalispell, MT 59901
(406) 751-3483

Darlene Schottle
Superintendent
233 1st Ave East
Kalispell, MT 59901
(406) 751-3434

John Hughes
President, KEA
124 3rd Avenue East
Kalispell, MT 59901
(406) 751-3972

March 31, 2008

To Whom It May Concern:

This letter is to highly recommend Sharon Applegate for the elementary opening on the Montana Certification Standards and Practices Advisory Council.

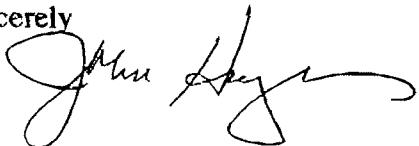
I have known Sharon for twenty years both as a peer and a personal friend. Sharon has been an officer in our local association for the past eight years where she has served in the capacity of vice-president and has served as a member of numerous association committees, including professional development, evaluation, and negotiations. Sharon has always demonstrated the utmost professionalism in dealing with students, parents, her peers, and administrators. She currently co-chairs our combined Association/District professional development committee. Her efforts as the co-chair of this committee are instrumental in the collaborative success we are having by improving the nature and delivery of professional development in our district.

Sharon is also our local site coordinator for Educational Research and Dissemination (ER&D). ER&D is a program developed by the American Federation of Teachers, which determines best-teaching practices through research driven processes, interprets the information in layman's terms, and provides training for teachers. She is very well informed as to what constitutes best practices in teaching and how to translate and present this information to adult learners. Sharon knows what good professional development looks like and how to deliver it. Sharon has reached out to other school districts in our area and is helping to train and advise other trainers. I am convinced that the ER&D program would not be as successful as it is without Sharon's leadership and hard work.

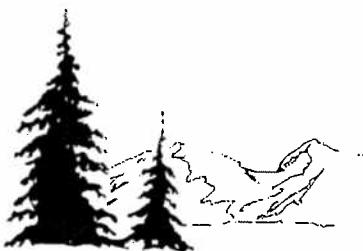
Sharon underwent training to become a member of a School Support Team and served on a team last year. That experience has been invaluable in helping to recognize universal factors necessary to change schools to meet the needs of all students. This has been of great value as we work in collaboration with the district to provide professional development to develop better practitioners with the ultimate goal of increasing student achievement for all students.

Sharon will be a positive addition to CSPAC. She brings a wealth of knowledge and practical application to the position. Please do not hesitate to contact me should you require further information.

Sincerely



Mr. John Hughes, President Kalispell Education Association
School: 406-751-3972
Cell: 406-261-2501
164 Wilson Heights
Kalispell, MT. 59901



KALISPELL PUBLIC SCHOOLS

233 1st Ave. East - Kalispell, Montana 59901

SUPERINTENDENT

(406) 751-3434

Fax (406) 751-3416

ASST. SUPERINTENDENT

(406) 751-3444

BUSINESS OFFICE

(406) 751-3445

Fax (406) 751-3425

TRANSPORT/MAINTENANCE

(406) 751-3404

SPECIAL SERVICES

(406) 751-3408

April 4, 2008

Re: Sharon Applegate

To Whom It May Concern:

Please accept this letter in support of Sharon Applegate to be a member of the Montana Certification Standards and Practices Advisory Council. As the superintendent of schools in Kalispell Public Schools, I believe that I am qualified to present a unique perspective of Ms. Applegate's contributions to our district and the field of education.

The majority of my interactions with Sharon have been at a district level. She is an active member of the Kalispell Education Association, and in that role, has provided input and advocacy for the teachers in this district. This responsibility is not simply in the role of negotiating for wages, benefits and work conditions; she is in the forefront of working towards improved professional development. Sharon has attended national staff training in the area of Educational Research and Development. With this knowledge, she and a team partner, has provided a high quality teacher instruction program to staff members in the Flathead Valley. This class provides research based instructional practices for new and veteran teachers, in a context that encourages collegial sharing of ideas.

Ms. Applegate has also been active in committee work that impacts the classroom. If it has to do with curriculum, professional development, release day programs, mentoring, etc.; then she has served as a member or advisor. As I previously mentioned, Sharon is an advocate for staff, but also has an expectation of professionalism and accountability for the members of her profession. She "walks the talk" and models what we would like to see in all teachers in and outside of the classroom walls. She currently is serving on several district committees; evaluation, negotiations, professional development, Five Year Plan, middle school leadership team, and Classroom Instruction that Works.

I believe that Sharon would be a significant asset to this council and strongly support her in this effort. Please feel free to contact me with any further questions.

Sincerely,

Darlene Schottle Ed.D.
Superintendent of Schools
Kalispell Public Schools

CROWLEY, HAUGHEY, HANSON, TOOLE & DIETRICH P.L.L.P.

ATTORNEYS AT LAW

ESTABLISHED 1895

KALISPELL
431 FIRST AVENUE WEST
P.O. Box 759
KALISPELL, MONTANA 59903-0759
TEL (406) 752-6644 • FAX (406) 752-5108

DONALD R. MURRAY
E-MAIL: dmurray@crowleylaw.com
WEBSITE: www.crowleylaw.com

April 7, 2008

Board of Public Education
Montana Certification Standards and Practices
Advisory Council
P. O. Box 200601
Helena, MT 59620-0601

Re: *Sharon Applegate*

To Whom It May Concern:

I am excited at the prospect of Sharon Applegate being selected to serve on this Advisory Council. She would be an outstanding addition to the organization and its important work. Consequently, I am delighted to offer my comments on her qualifications and share some of my observations of the excellent and dedicated service she has provided to our school system.

I have been a member of the Board of Trustees of School District Five here in Kalispell for more than ten years. During that time Sharon has been actively involved in a variety of educational undertakings and school improvement programs in our District. But long before the thought ever occurred to me to serve on the school board, I met this outstanding educator as a brand new teacher of one of my own children. That must be close to twenty years ago. From the time of her arrival as a fresh, young elementary teacher full of energy and idealism, Sharon has been a tremendous asset to this school district. As near as I can tell, she has lost none of that energy and idealism, and now has supplemented those qualities with experience, insight and a wealth of skill and knowledge. Sharon Applegate is first and foremost, an outstanding classroom teacher. Yet, while devoting herself to her students, she has also given generously of her time and talents to advance the quality of professional development and classroom instruction in Kalispell schools. Sharon is a key member of our professional development committee. In fact, when I think of the important work of that committee, I think of Sharon. She represents the committee before the school board when we deal with professional development issues and she has been an important and positive influence in advancing one of this District's foremost objectives which is to make our professional development program and offerings the best they can be.

Sharon has also given unselfishly of her time to work on our evaluation committee and our crucial five year planning committee. As a valuable member of our middle school leadership team for "classroom instruction that works," Sharon has helped us implement sweeping changes in the delivery

BILLINGS: 500 TRANSWESTERN PLAZA II, 490 NORTH 31ST, P.O. BOX 2529, BILLINGS, MONTANA 59103-2529 PHONE (406) 252-3441

HELENA: 100 NORTH PARK AVENUE, SUITE 300, P.O. BOX 797, HELENA, MONTANA 59624 PHONE (406) 449-4165

WILLISTON: 111 EAST BROADWAY, P.O. BOX 1206, WILLISTON, NORTH DAKOTA 58802-1206 PHONE (701) 572-2200

BOZEMAN: 45 DISCOVERY DRIVE, SUITE 200, P.O. BOX 10969, BOZEMAN, MONTANA 59719-0969 PHONE (406) 556-1430

MISSOULA: 305 SOUTH 4TH ST. EAST, SUITE 100, P.O. BOX 7099, MISSOULA, MONTANA 59807-7099 PHONE (406) 523-3600

April 7, 2008
Page 2

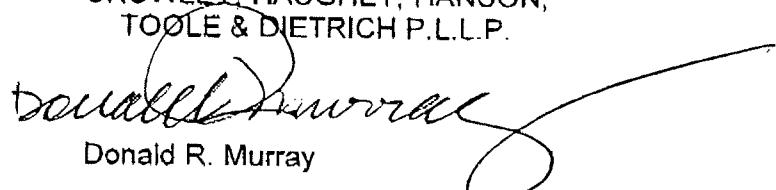
of our middle school curriculum. As a representative of the Kalispell Educational Association, Sharon has represented her colleagues in a very capable and highly professional manner, earning the respect and admiration of all stakeholders in that process.

Sharon does an outstanding job in all these undertakings. She is very bright and an independent thinker. At the same time, she is a skilled collaborator and a selfless "team player."

In short, Sharon Applegate would be without question a very valuable addition to your Council. At the risk of repeating myself, she is an outstanding educator and she is dedicated to the improvement of professional development toward the end of enhancing classroom instruction. If I were you, I would "sign her up" as fast as I could. If you have any questions or would like to discuss Sharon's capabilities or qualifications please don't hesitate to call me.

Sincerely,

CROWLEY, HAUGHEY, HANSON,
TOOLE & DIETRICH P.L.L.P.



Donald R. Murray

DRM:jd

National Association of State Boards of Education
2008 Legislative Conference
L'Enfant Plaza Hotel * 480 L'Enfant Plaza, SW
Washington, DC

AGENDA

THURSDAY, MARCH 13

7:00 am – 9:30 am	Registration	
7:15 – 8:00 am	Breakfast	Ballroom D
8:00 am	President's Welcome Karabelle Pizzigati, NASBE President Brenda Welburn, Executive Director	
8:15 am	Election 2008 Guest Speaker: Amy Walter , <i>The Hotline</i> Editor-in-Chief	Ballroom D
9:30 am	Assemble in hotel lobby and board bus	Hotel Lobby
9:45 am	Bus Departure for U.S. House of Representatives	
10:00 am	Arrive at the U.S. House of Representatives	121 Cannon House Office Building
10:00 -12:00 pm	121 Cannon House Office Building	
10:15 am	Briefing on Federal Issues Presenter: David Griffith , NASBE Director of Governmental and Public Affairs	
11:00 am	Elementary and Secondary Education Act Reauthorization Congressional Leadership Discussion Guest Speaker: Rep. Buck McKeon (R-CA) Ranking Republican, House Education Committee	
11:30 am	Guest Speaker: Rep. Dale Kildey (D-MI) , Chairman, House Elementary and Secondary Education Subcommittee	
12:00 pm – 5:00 pm	State Board Member Visits with Congressional Delegations	
5:00 – 7:00 pm	Congressional Reception The Gold Room, 2168 Rayburn House Office Building, U.S. House of Representatives	
6:30 pm	Bus departs for return to the L'Enfant Plaza Hotel Garfield Circle (see map)	

FRIDAY, MARCH 14

Friday, March 14

8:00 am	Full Breakfast	Ballroom D
8:00 – Noon	Capitol Hill Debrief During breaks and times between sessions, state board members will be called upon to summarize their meetings with members of Congress and what they learned about the status of K-12 policy in the House and Senate.	
8:15 – 9:00 am	School Leadership Guest Speaker: Jonathan Schnur , Founder/CEO, New Leaders for New Schools	Ballroom D
9:00 – 10:00 am	U.S. Department of Education Briefing Guest Speakers: Holly Kuzmich , Deputy Chief of Staff to the Secretary of Education	Ballroom D
9:45 – 10:00 am	Break	
10:00 – 11:00 am	Where Do We Go From Here? What's Next for NCLB in 2009 and Beyond Guest panelists: David Hoff , Education Week Marc Lampkin , Ed in '08 Diane Stark Rentner , Center on Education Policy	Ballroom D
11:00 am – Noon	The Price of NCLB – The Cost of Education Reform Guest Panelists: Allan Taylor , Chairman, Connecticut State Board of Education Joel Packer , NEA Director of Education Policy and Practice Deborah Verstegen , University of Nevada-Reno	Ballroom D
12:00 – 1:30 pm	Concluding Luncheon Keynote Address Dr. Rudy Crew, Superintendent, Miami-Dade Public Schools	Ballroom C

NASBE LEGISLATIVE CONFERENCE
SUMMARY

Dr. Kirk Miller
Chair, Government Affairs Committee

March 13-14, 2008

On Thursday, March 13, 2008, I attended the NASBE Legislative Conference in Washington, DC. After a warm welcome by Karabelle Pizzigati, NASBE President and Brenda Welburn, NASBE's Executive Director, we heard a briefing on issues and candidates involved in the coming 2008 national elections. The analysis was facilitated by Amy Walter who is the Hotline Editor-in-Chief who pointed out the issues, the debate from an educational perspective, and some interesting statistics including the pending retirement of 15% of House and 5% of Senate Republicans. The political complexion in Washington is poised for some significant changes particularly if the new President is a Democrat.

After David Griffith of NASBE gave a briefing on federal issues, Representative Michael Castle spoke specifically, as a moderate republican, to NCLB and what it hopes to accomplish in the new reauthorization of ESEA. Representative Dale Kildee, Chairman of an education subcommittee, spoke about the redesigning of NCLB which he characterized as grossly underfunded. He indicated that he wasn't sure if it was possible to reauthorize NCLB, but some Democrats are involved in working on a draft that will be acceptable by Congress.

In the afternoon of March 13, 2008, I met briefly with Senator Tester, who was a bit distracted for the day as he was presiding over the Senate in place of the Vice-President. Senator Tester was clear that he will not support reauthorization of NCLB, because he believes it is broken.

I met with Senator Baucus and others from Montana and the conversation revolved around educational issues. Senator Baucus intends to talk with Senator Kennedy about NCLB's impact on Montana and other rural states. He appreciated the changes that Montana has offered forth. Representative Rehberg said he doesn't believe that NCLB will be reauthorized under the current status. There was also some discussion about broadening the tax base by expanding natural resource development to create a sustainable source of funding.

In the evening, I attended the Congressional Reception and spoke with many congressmen, including a former state board member and now representative from Texas. Marianna Haines and I had a brief discussion about the Vanderbilt Administrator Leadership Project. Marianna promised to send me more information in this regard.

The next morning I attended a session on Leadership and School Reform. The discussion centered on the development of New Leaders for New Schools in a time of limited resources with an emphasis on better recruitment and selection.

Later I attended a briefing by the Deputy Chief of Staff to the Secretary of Education with emphasis on flexibility in growth models, budgets, national math initiatives, higher education Pell Grants, various reauthorization bills, and other issues related to educational leadership.

The balance of the day centered on high powered discussions about the reauthorization and NCLB in 2009 and beyond. Issues included preparing kids for high skill, high demand, high paying jobs; cost of testing to the state and local level with NCLB; various state lawsuits involved with challenging NCLB; with an ultimate encouragement of all states to conduct a NCLB cost study. The conference was rapped up by a key note address from the Superintendent of Schools in Miami-Dade, Dr. Rudy Crew, who is the National Superintendent of the Year. He spoke to 21st century learning, more emphasis on system design above and beyond pedagogy, low performing schools, funding, and building a system that meets the demand side.

The conference offered our Board a great inroad into the conversation happening around education at the federal level. I believe that my attendance paid dividends, both to this Board's understanding, as well as to the NASBE process.

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Update of No Child Left Behind Act Activities

PRESENTER:
Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This agenda item will include information concerning the E-Grant timelines for the No Child Left Behind (NCLB) applications for funding; allocations of funds for NCLB programs; recent federal reviews of Montana NCLB programs; and recently proposed regulations for NCLB.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

NO CHILD LEFT BEHIND – 2008

DETAILED SUMMARY OF PROPOSED TITLE I REGULATIONS

April 22, 2008

The purpose of the proposed regulations is to build on the advancements of State accountability and assessment systems over the last six years since NCLB was signed into law, while incorporating key feedback from the field into an even clearer vision of what it takes to educate each and every one of our Nation's school children. The Notice of Proposed Rulemaking (NPRM) would clarify and strengthen current Title I regulations in the areas of assessment, accountability, supplemental educational services (SES), and public school choice. The public comment period is 60 days and the deadline for submitting comments is June 23.

The proposed regulations address the following:

1. Assessments and multiple measures.

- The proposed regulations clarify in §200.2(b)(7) that measures of student academic achievement may include multiple question formats that range in cognitive complexity within a single assessment, as well as multiple assessments within a subject area.
- This change addresses the misunderstanding of some in the field that accountability under Title I must be based on a single measure or form of assessment.

2. Minimum subgroup size and increasing inclusion of students in accountability determinations.

- There are large numbers of students and subgroups whose achievement data are excluded from AYP determinations at the school-level due to large subgroup sizes and other elements that States include in their adequate yearly progress (AYP) definitions, such as confidence intervals and their definitions of a full academic year.
- Proposed §200.7(a)(2) would require States to explain in their State Accountability Workbook how their subgroup size and the other components of the State's definition of AYP (e.g., confidence intervals, indexes, definition of full academic year) provide statistically reliable information while ensuring the maximum inclusion of subgroups, particularly at the school level, in AYP determinations.
- States also would be required to include data on exclusion rates (the number and percentage of students and subgroups excluded from school-level accountability determinations) in their Accountability Workbook. No later than six months after the effective date of the regulations, States would be required to submit their Accountability Workbooks to the Department for technical assistance and peer review. The National Technical Advisory Council (National TAC) will assist the Department in determining the criteria by which States' Accountability Workbooks will be reviewed.

- Requiring States to justify their subgroup size in concert with the other components that States use to make AYP determinations and to make this information (along with their exclusion rates) available and transparent to the public should push States to establish a reasonable subgroup size and other policies.
- 3. NAEP data on State and local report cards.**
- Proposed §200.11(c) would require States and LEAs to report the most recent available academic achievement results from NAEP reading and math assessments on the same public report card as they report the results of their State assessments.
 - Information on how students in a State are performing on State assessments compared to their performance on NAEP will provide greater transparency about State standards and assessments and provide parents with another tool to assess the education system in their State.
- 4. Graduation rates and AYP.** The proposed regulations would make the following changes:
- A. Establish a uniform definition of graduation rate by 2012-2013**
- Current regulations give States latitude in determining how graduation rates are measured. A uniform and accurate method of calculating graduation rates is needed to raise expectations and to hold schools, districts, and States accountable for increasing the number of students who graduate on time with a regular high school diploma.
 - In proposed §200.19(a)(1) the graduation rate would be defined as the number of students who graduate in the standard number of years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. The standard number of years would be four years.
 - The proposed definition is consistent with the definition agreed to by the National Governors Association (NGA).
 - A State that does not have in effect a system to accurately track student transfers, which is needed to calculate the NGA graduation rate, would use the averaged freshman graduation rate (AFGR) on a transitional basis. However, by 2012-2013, all States would have to use the more rigorous NGA definition of graduation rate.
- B. Provide flexibility for States to propose an alternate definition of “standard number of years.”**
- Proposed §200.19(a)(1)(i)(C) would permit States to propose, for approval by the Secretary, an alternate definition of “standard number of years” for limited categories of students who, under certain conditions, may take longer to graduate (e.g., certain students with disabilities, and students in “early college high schools” who earn an associate’s degree along with a high school diploma.).
- C. Require States to set a graduation rate goal, and define “continuous and substantial improvement” for AYP determinations.**
- Under current regulations, most States require schools to make only a small amount of improvement from one year to the next or meet a very low graduation rate goal (e.g., 50 percent) in order to make AYP. Permitting schools and LEAs with extremely low graduation rates to make AYP by showing minimal improvement does not provide sufficient accountability for ensuring that students graduate on time.

- Under proposed §200.19(d) States would be required to (a) set a graduation rate goal (for example, 90 percent) that represents the rate the State expects all high schools to meet and (b) define how schools and LEAs demonstrate continuous and substantial improvement from the prior school year toward meeting or exceeding that goal. Beginning in the 2008-2009 school year, a high school or LEA would have to meet the graduation rate goal or demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding that goal in order to make AYP.

D. Require disaggregated graduation rates in AYP.

- Current regulations do not require disaggregated graduation rate data to be included in AYP determinations. Given current graduation rate data, it has become clear that simply requiring disaggregated data to be reported has not been sufficient to ensure that graduation rates improve for all students. Therefore, the proposed regulations change the policy in the current regulations.
- No later than the 2012-2013 school year (when all States must use the NGA rate), proposed §200.19(e) would require each State to calculate the graduation rate at the school, LEA, and State levels and disaggregate the data by subgroup for reporting and determining AYP.
- Prior to the 2012-2013 school year, States would have to disaggregate the data at the school, LEA, and State levels for reporting purposes, but only at the LEA and State levels for AYP determinations. (We would not require AYP determinations based on disaggregated data at the school level until 2012-2013 because the AFGR, which some States would be using, is not accurate with smaller numbers of students.)

5. Including individual student academic progress in AYP.

- The proposed regulations in §200.20(h) would set the criteria that States must meet in order to incorporate individual student academic progress into the State's definition of AYP. The criteria build on the criteria that are part of the current "growth model" pilot program.
- By allowing States to include accurate measures of individual student academic progress in AYP calculations, districts and schools will still be held accountable for the achievement of all students, but States will have flexibility to use more sophisticated methods for doing so, provided that the regulatory criteria are met.

6. Strengthening State assessment and accountability systems.

- Proposed §200.22 would require the creation of a National Technical Advisory Council (National TAC) to advise the Secretary on key technical issues related to State standards, assessments, and accountability systems. The National TAC would not review State plans but, instead, would focus on large, complex issues that affect all States (e.g., minimum subgroup size). The National TAC would be selected by the Secretary and be composed of 10-15 members. Its work would be in addition to the work of the existing peer review panels that provide a detailed review of State standards, assessments, and accountability systems.
- A National TAC consisting of experts with knowledge in the fields of educational standards, assessments, accountability systems, statistics, and psychometrics would better enable the Department to address highly complex and technical issues. Regular access to a group of experts will help ensure that State standards and assessments are of the highest technical quality.

7. Limiting identification for improvement by subject or subgroup.

- Proposed §200.32(a)(1)(ii) would codify current Department policy that an LEA may base identification of a school for improvement on whether the school did not make AYP because it did not meet the annual measurable objective (AMO) in the same subject (or meet the same other academic indicator) for two consecutive years. The LEA may *not*, however, limit such identification to those schools that did not make AYP only because they did not meet the AMO in the same subject (or meet the same other academic indicator) for the same subgroup for two consecutive years. A similar change with respect to State identification of LEAs for improvement is being proposed in §200.50(d).
- Limiting identification to schools or districts that do not meet the AMO in the same subject for the same subgroup is inconsistent with NCLB's accountability provisions, which require that each subgroup meet the State's AMOs in each subject each year.

8. Strengthening Restructuring. Based on available data, the Department is concerned that the restructuring requirements are not being implemented effectively, and in some cases not at all. Proposed §200.43(a) would make the following clarifying changes to strengthen the implementation of these requirements and to make the statutory requirements as clear as possible:

- A. **Restructuring interventions must be more rigorous than corrective action.** Interventions implemented as part of a school's restructuring plan must be significantly more rigorous and comprehensive than the corrective action plan that the school implemented after it was identified for corrective action.
- B. **Interventions must address the problem.** LEAs must implement interventions that address the reasons for a school being in restructuring.
- C. **Replacing school staff may also include replacing the principal, but replacing the principal by itself is not sufficient.** In replacing all or most of the school staff, an LEA may also replace the principal; however, replacing the principal alone would not be sufficient to constitute restructuring.

9. Supplemental Educational Services (SES) and Public School Choice. The proposed regulations would make changes in the following areas:

A. Public school choice and SES notification timeline.

- Proposed §200.37(b)(4) would require districts to notify parents of eligible children that they may participate in public school choice, and detail their available options as far in advance as possible, but no later than 14 days before the start of the academic year. This will give parents adequate time to exercise their public school choice option before the academic year begins. With more time for parents to evaluate their public school choice options, the level of public school choice participation should increase.
- Proposed §200.37(b)(5)(ii)(C) would require the SES eligibility notice to highlight the benefits of SES, and to be clear, concise, and clearly distinguishable from the other information sent to parents. This proposed change would address concerns that parents may be unaware of their child's eligibility for SES because the eligibility notice is not

clearly distinguishable from the information that LEAs provide when a school is in improvement.

B. Reporting how LEAs implement SES and public school choice. Districts should make information about SES and public school choice options available to parents so that they can make informed decisions. Therefore, proposed §200.39(c) would require LEAs to include on their Web sites the following information:

- Beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and who participated in SES or public school choice.
- For the current school year, a list of SES providers approved to serve the LEA and the locations where services are provided.
- For the current school year, a list of available schools that are offered to students eligible to participate in public school choice.

C. Reporting on State monitoring of SES implementation by LEAs. Information should be available to the public about how States monitor LEAs to ensure that the SES and public school choice requirements are being met. Therefore, proposed §200.47(a)(4)(iii) would require States to develop, implement, and publicly report on the standards and techniques they use to monitor LEAs' implementation of the SES requirements. Requiring States to develop, implement, and publicly report on the criteria they use to monitor LEAs' implementation of SES will help ensure that SEAs set rigorous and clear expectations for their LEAs.

D. Approving SES providers. Proposed §200.47(b)(3) specifies what States must consider when approving SES providers. Specifying the minimum evidence that SEAs must consider in approving providers will help ensure that students receive high quality SES services and reinforce with States that they have the authority and the responsibility to approve only entities that will contribute to increased student academic achievement. In approving an SES provider, States would have to consider, in addition to the factors specified in the current regulations:

- Evidence from the provider that the instruction it would provide and the content it would use are research-based and aligned with State academic content and student achievement standards.
- Information from the provider on whether the provider has been removed from any State's approved provider list.
- Parent recommendations or results from parent surveys, if any, regarding the success of the provider's instructional program in increasing student achievement.
- Evaluation results, if any, demonstrating that the instructional program has improved student achievement.

E. Monitoring the effectiveness of SES providers. Proposed §200.47(c) sets forth new requirements for States when monitoring SES providers. Specifying the evidence that States must consider in their monitoring of SES providers will result in stronger programs being approved, clearer expectations for monitoring, and better alignment between approval and monitoring criteria. In order to inform the renewal or the withdrawal of approval of a provider, States would have to examine, at a minimum, evidence that the provider's instructional program:

- Is consistent with the instruction provided and the content used by the LEA and SEA;
- Addresses students' individual needs as described in students' SES plans;
- Has contributed to increasing students' academic proficiency; and

- Is aligned with the State's academic content and achievement standards.

States also would be required to consider:

- Any recommendations from parents (including through parent surveys) concerning the provider, if such information is available; and
- Any evaluation results demonstrating that the instructional program has improved student achievement.

F. Costs for outreach and assistance to parents regarding SES and public school choice.

Proposed §200.48(a)(2)(iii)(C) would permit an LEA to count the costs for providing parent outreach and assistance toward meeting its obligation to spend an amount equal to 20 percent of its Title I, Part A allocation to comply with requests for SES and to pay for the costs to provide transportation for students exercising the public school choice option. The amount that could be so counted would be capped at 0.2 percent of an amount equal to the LEA's Title I, Part A allocation. An LEA would still be able to spend more than that amount on parental outreach activities; the proposed regulations would only cap what could be counted toward meeting the 20 percent obligation.

Permitting LEAs to count a limited amount of funds for parent outreach and assistance will help ensure that LEAs provide parents with the information they need to make the best, most informed decisions for their children.

G. Unspent funds for public school choice and SES. In order to help ensure that an LEA has made sufficient effort to make public school choice and SES available to eligible students before reallocating the funds to other purposes, proposed §200.48(d) would require an LEA, before reallocating unused funds from choice-related transportation and SES to other purposes, to provide satisfactory evidence to the SEA that the LEA has demonstrated success in the following:

- Partnering with community-based organizations to inform students and parents of SES and public school choice.
- Ensuring that students and their parents have had a genuine opportunity to sign up to transfer or obtain SES, which includes:
 - Providing timely and accurate notice to parents.
 - Ensuring that sign-up forms are distributed directly to all eligible students and their parents and made widely available and accessible.
 - Allowing eligible students to sign up to receive SES throughout the school year.
- Ensuring that SES providers are given access to school facilities on the same basis and terms as are available to other groups that seek to use school facilities.

10. Highly qualified special education teachers.

- Current Title I regulations do not include all of the requirements for highly qualified special education teachers that are in the more recent IDEA regulations. For example, the current Title I regulations do not include the requirements for highly qualified special education teachers who do not teach core academic subjects.
- Proposed §200.56(d) would add a cross-reference to the definition of highly qualified special education teachers in the IDEA regulations. This is only a technical change and would not affect the requirements for highly qualified teachers.

Interim Committee on Education and Local Government (ELG)

Staff Discussion of ELG Project of “Shared Policy Goals”

At the March meeting of the ELG, the committee charged staff with reporting back to the committee and Chairman Laible with ideas on a process that would lead to a deliverable document that would be a set of shared policy goals by and among the following four institutions:

- The legislature
- The Board of Public Education (BPE)
- The Board of Regents (BOR) and their staff (OCHE)
- The K-12 public school system (OPI)

It is also envisioned that the executive would be part of this process with a role in the deliverable document of larger shared policy goals.

This initiative project was proposed by Rep. Lake based upon his experience with the PEPB and the non-binding shared policy goals that PEPB has created between the legislature and the BOR as the basis for budgeting and accountability related to the state budget. Within the PEPB meeting, the idea for a larger set of shared policy goals involving the four institutions listed above was raised in discussions of policy goals that cut across the domain of higher education and K-12 education; e.g. the issue of remedial/developmental education and the goal to reduce the number of Montana high school graduates who are enrolled in these courses in the Montana University System.

Although this specific issue is what pushed the project forward, the larger shared policy goals project of ELG is intended to address a broad range of policy issues, not just this single topic. In addition, the intent would be the creation of a seamless transition from K-12 to higher education, as completion of high school should not be the end of one system, but rather the middle of continuing education

Legislative staff met on Thursday, March 20th to discuss this project and develop a staff recommendation for Chairman Laible to consider for the June ELG meeting.

After discussing the history of the PEPB process that culminated in their shared policy goals document, the model for this ELG process, staff segmented the project into two components, the process deliverable and the product deliverable. The staff recommendation for “product deliverable” expands upon the original ELG charge by proposing a third set of shared policy goals that would focus solely on K-12 public education, as a parallel to the PEPB shared policy goals that focus solely on higher education. Given the history and value of the PEPB shared policy goals and process, staff believes that this additional deliverable would help to facilitate and add value to the original ELG charge.

Product Deliverable

That during the 2009-2010 interim of the legislature, there will be developed one joint-document of “larger shared policy goals” that is comprised of the following three components:

- Shared Policy Goals and Accountability Measures for the Montana University System, signed by the Board of Regents and the legislature [no change to this document or process]
- Shared Policy Goals and Accountability Measures for the K-12 Public Education System, signed by the Board of Public Education, the Office of Public Instruction, and the legislature [additional document recommended by staff]
- Shared Policy Goals and Accountability Measures for Public Education from Kindergarten through Graduate School, signed by the BOR, the BPE, OPI, and the legislature

These three components will address a broad range of education policies and be organized in a way that recognizes a distinct set of policy goals for both higher education and for K-12 that will merge into a joint set of policy goals that involve all institutions.

Process Deliverable

1. ***Short-term Process:*** That during the June meeting of the ELG, there will be scheduled a joint meeting of the PEPB and K-12 subcommittees with the agenda to include:
 - A ***brief*** staff report on the history of the PEPB shared policy goals and a review of the staff recommendation for this ELG project
 - A ***brief*** report from the existing Kindergarten through College working group to address their work plan, composition, and process
 - A discussion of this ELG staff proposal for a larger set of shared policy goals with the objective of:
 - a. Identifying a draft idea of the common issues between higher education and K-12 that could benefit from a larger set of shared policy goals
 - b. Discussing the concept of creating the interim body and process that could achieve the “product deliverable” documents identified above
 - That the report on this project at the ELG meeting include a discussion of the history and rationale for having education joined with local government as an interim committee
2. ***Longer-term Process:*** That the ELG develop a recommendation in the form of a bill draft (for the September meeting) to restructure the interim legislative committees in some manner such as the following:
 - An interim Committee on Education be created, separate from Local Government, that is comprised of 8 legislators appointed in accordance with legislative interim committee rules
 - The interim Committee on Education is charged with appointing two subcommittees for:
 - Postsecondary Education Policy and Budget (PEPB)
 - K-12 Public Education Policy and Budget (KPEPB)
 - That these subcommittees shall include appointed members from the BOR, BPE, the Superintendent of Public Schools, the Commissioner of Higher Education, and an executive staff designee by the Governor
 - The interim Committee on Education is charged with, among other duties, creating a larger set of shared policy goals for education that involves all of these institutions

This legislative staff recommendation is intended to provide a process that leads to the outcome discussed at the March ELG meeting.

Issues to continue to address:

- How to structure the proposed interim Education Committee so that an efficient meetings schedule could be achieved that involves subcommittees with members from multiple institutions

Submitted By: Alan Peura, LFD
Casey Barrs, LSD
Kris Wilkinson, LFD
Jim Standaert, LFD
Pam Joebler, LFD



Joint Sub Committee On Postsecondary Education Policy and Budget

60TH Montana Legislature

Room 110 Capitol Building * P.O. Box 201711 * Helena, MT 59620-1711 * (406) 444-2986 * FAX (406) 444-3036

SENATE MEMBERS
BOB HAWKS, CHAIRMAN
JIM PETERSON

HOUSE MEMBERS
ROBIN HAMILTON
BOB LAKE

BOARD OF REGENTS MEMBERS
STEPHEN BARRETT
CLAYTON CHRISTIAN

EXECUTIVE APPOINTEE
JAN LOMBARDI (Ex-Officio)
LFD Staff: Alan Peura
LSD Staff: Eddy McClure, Esq.

Shared Policy Goals and Accountability Measures for the Montana University System

DRAFT... 2009 Biennium ...DRAFT

This shared policy goals and accountability measures document represents a merging of the following four efforts that have involved leaders from the legislature, the executive and the university system over the past several years:

- 1) Board of Regents strategic goals and objectives
- 2) PEPB performance indicators and policy goals
- 3) The Shared Leadership for a Stronger Montana Economy initiatives
- 4) The University System campus quality measures

The documentation for these four efforts is incorporated by reference into this document in order to provide important background, history and context for these shared policy goals and accountability measures, in particular the shared commitments to quality, to accessibility, to affordability, to workforce development, and to an efficient, effective postsecondary education system.

It is the intention of the PEPB to review, update and approve this shared document **each biennium** and renew the biennial agreement with the Montana Board of Regents so that this document may become the basis of state public policy in regard to the Montana University System.

As a statement of public policy goals for higher education in Montana, it is important that this document reflects that PEPB is committed to academic quality throughout the Montana University System such that funding a high quality postsecondary education is a critical goal of the State of Montana. It is intended that this document will provide the policy direction from which a quality postsecondary education system in Montana will be maintained.

It is the intent that PEPB will then use this document to move forward with budget initiatives for the 2011 biennium budget, and other policy recommendations during the 2009 biennium interim and into the 2009 legislative session.

Note: parenthesis after each performance measure lists the effort from which it was principally derived. E.g. "(2)" means the measure was derived principally from the PEPB Indicators from the last (2007) biennium. Some performance measures are a combination of more than one effort.

Shared Goal I:

Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System (MUS).

- Prepare students for success in life through quality higher education, as measured by
 - Postsecondary education participation rates, with particular attention to Montana residents attending MUS institutions (4)
 - Completion rates (2)
 - Retention rates (2).
- Make higher education more affordable by offering more need-based financial aid grants and scholarships, as measured by
 - Reducing the gap between EFC (Expected Family Contribution) and average cost of attendance (1)
 - **Reducing the amount of unmet student need for financial aid as measured by:**
 - **Cost of attendance – (EFC + average aid award to eligible students) [EFC = expected family contribution]**
 - Percentage of students who receive financial aid or scholarships (1)
 - Average **total** aid/scholarship award amount (4)
 - **Average state funded aid/scholarship award amount.**
- Promote postsecondary education affordability, as measured by
 - Amount of state support as a percent of total personal income relative to peer states and historical levels (2)
 - Tuition as a percentage of median household income.
- Work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs, as measured by
 - Increased dual enrollment and advanced placement programs **including** (1,2)
 - **Increase the number of high school students enrolling in dual credit courses accepted for both high school and college level credit**
 - **Increase the number of dual enrollment course sections offered**
 - Expanded outreach to students as to the importance and accessibility of postsecondary education and the quality of the Montana University System, including:
 - Expanded outreach to at-risk and disadvantaged students (1)
 - Expanded outreach to top academic achievers graduating from Montana high schools
 - Increased high school graduation rates (1,2,4).
 - **Decrease the percentage of recent Montana high school students requiring remedial/developmental coursework in the university system as measured by:**

- **The actual overall percentage of recent Montana high school students enrolling in remedial/developmental courses in the fall semester immediately following graduation**

- Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening/weekend programs, and 2-year programs (1).
- Improve distance and online learning by coordinating online delivery of education across the entire Montana University System in order to facilitate (3):
 - Increased student enrollment growth in online courses
 - Increased number of online courses and degree programs offered
 - Increased number of workforce development degree programs and certificates offered

Shared Goal II:

Assist in the expansion and improvement of the state's economy through the development of high value jobs and the diversification of the economic base.

- Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state, as measured by
 - Employer satisfaction with graduates (4)
 - Degrees and certificates awarded in high-demand occupational fields (2)
 - Job placement rates (2)
 - Growth in enrollment, for certificates and degrees, in 2-year programs (2).
- Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs, as measured by
 - Research & development receipts and expenditures (2)
 - Technology licenses with Montana businesses (1).

Shared Goal III:

Improve institutional and system efficiency and effectiveness.

- Improve the accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse (1, 3).
- Deliver efficient and coordinated services, as measured by
 - Improve articulation and transferability among all 2-year and 4- year institutions, including community colleges and tribal colleges as measured by (2):
 - All undergraduate courses in the Montana University System will go through the process of common course numbering
 - All courses deemed to be significantly similar must possess the same prefix, course number, title and credits; and directly transfer on a one-to-one basis

- Common course numbering will result in a transparent computerized program that demonstrates transferable courses across the university system
- Expenditures per student relative to peer institutions and historical levels
- Percentage of expenditures in the following areas (2):
 - Instruction
 - Research
 - Public Service
 - Academic Support
 - Student Services
 - Institutional Support
 - Plant O&M
 - Scholarship and Fellowships
 - Other
- Reconstruct the budget allocation model consistent with state and system policy goals and objectives (1).

Proposed New Shared Policy Goal for PEPB Consideration (requested at Sept. meeting)

- Improve faculty and staff retention as measured by:
 - Faculty longevity rates (note: no data source identified at this time)
 - Staff longevity rates (note: not data source identified at this time)
 - Comparative salary levels of MUS faculty as part of the Western Interstate Commission for Higher Education (WICHE) region (excluding California)...comparison to average salary level...
 - Comparative faculty/staff retirement benefits as part of the Western Interstate Commission for Higher Education region (excluding California)

PEPB Options:

1. Link new goal to other shared policy goals (e.g. increase educational attainment of Montana students, improve access to higher education, affordability of higher education, improve institutional efficiency, etc.) and accept this (as presented or revised) and include as part of “shared policy goal” I, II, or III (select one)
 - Ask staff to continue to work on this and bring that work to next PEPB meeting
 - Do not accept new shared policy goal
2. Consider entire document, including recommended changes (underlined)
 - Approve for signature of agreement ... or ... Do not approve

AGREEMENT

WHEREAS, Article VIII, section 12, of the Montana Constitution vests in the Legislature the responsibility to ensure strict accountability of all revenue received and spent by the state, counties, cities, and towns and all other local governmental entities; and

WHEREAS, Article X, section 9, of the Montana Constitution vests in the Board of Regents of Higher Education the full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System and to supervise and coordinate other public institutions assigned to it by law; and

WHEREAS, the Joint Subcommittee on Postsecondary Education Policy and Budget (PEPB), comprised of members representing the Montana Legislature, the Montana Board of Regents, and the Executive Branch, has identified statewide public postsecondary education policy goals and accountability measures with the input and feedback of the Montana University System;

This AGREEMENT, between the Joint Subcommittee on Postsecondary Education Policy and Budget and the Montana University System, identifies the statewide public postsecondary education policy goals and related accountability measures (see pages 1-3 above) that will be used as a policy goal setting and assessment tool for policymakers, the university system, and the public in evaluating the achievement of the policy goals; and that will be used as a guide to drive decision packages and funding mechanisms for the state funding that is appropriated to the Montana University System by the Montana State Legislature.

The parties further agree to:

- 1) The Montana University System shall prepare a Shared Policy Goals and Accountability Measures Report presenting appropriate and current data for these goals and accountability measure in an easy-to-read format.
- 2) The Shared Policy Goals and Accountability Measures Report shall be presented to the House and Senate Education Committees and the Joint Appropriations Education Subcommittee by the 10th legislative day of the 60th Legislature (2007 legislative session).
- 3) The Shared Policy Goals and Accountability Measures Report shall be posted to the Board of Regents website and the Joint Subcommittee on Postsecondary Education Policy and Budget website by January 1 each year that the update is due.

This agreement expires January 1, 2011.

Dated this ____ day of ____ 2008.

Senator Bob Hawks, Chairman
PEPB Subcommittee

Lynn Morrison-Hamilton, Chair
Montana Board of Regents

Rep. _____, Vice Chairman
PEPB Subcommittee

Sheila Stearns, Commissioner
Commissioner of Higher Education

EXECUTIVE SUMMARY

DATE: MAY 2008

PRES ENTATION:	Assessment Update
PRESENTER:	Madalyn Quinlan State Assessment Director Office of Public Instruction (OPI)
OVERVIEW:	In January 2008, the OPI presented five recommendations to the Board of Public Education for the further development of the Montana Comprehensive Assessment System. At this meeting, the OPI will provide an update on its progress related to the following statewide assessment recommendations: <ol style="list-style-type: none">1. Pilot a writing assessment for K-122. Analysis of seven years of NRT results3. Creating interest and awareness in formative assessment4. Survey of school districts to identify needs for state and local assessment5. Form an assessment task force The update will also include a report on the OPI Assessment Conference, held in Helena, April 28-29, 2008.
REQUESTED DECISION(S):	Information
OUTLYING ISSUE(S):	None
RECOMMENDATION(S):	None

EXECUTIVE SUMMARY
DATE: MAY 2008

PRESENTATION: Revised Information Literacy/Library Media K-12 Content Standards and Performance Descriptors

PRESENTER: Colet Bartow, Library Media Specialist
Office of Public Instruction
Gloria Curdy, Facilitator
Information Literacy/Library Media Revision Team

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration the draft K-12 Content Standards and Performance Descriptors for Information Literacy/Library Media. This presentation will include discussion of the review process, foundation resources, key issues, draft standards and related materials. Attached is the "user-friendly" document of the K-12 Content Standards and Performance Descriptors for Information Literacy/Library Media.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S):

RECOMMENDATION(S): None

Montana Standards for Information Literacy/Library Media

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity. Library media specialists, in collaboration with other classroom and content area teachers, empower all students to become information literate.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

Information Literacy/Library Media Content Standard 1

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.

Rationale

Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 4 is the ability to:

- define the problem;

- identify types of information needed;
- choose from a range of resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;
- identify information resources needed;
- evaluate and select appropriate resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 1 for a student upon graduation is the ability to:

- evaluate the purpose and scope of the problem;
- determine the nature and extent of information needed;
- evaluate and select appropriate resources.

Information Literacy/Library Media Content Standard 2

To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings.

Rationale

Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model: Location and Access, Use of Information, and Synthesis.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 4 is the ability to:

- locate a resource needed to solve the problem;
- evaluate resources;
- locate information within the resource;
- extract information from resources needed to solve the problem;

- organize information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:

- locate a resource needed to solve the problem;
- evaluate resources;
- locate information within the resource;
- organize and manage information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 2 for a student upon graduation is the ability to:

- locate multiple resources using a variety of search tools
- evaluate resources
- locate information within a wide variety of resources
- extract information from a wide variety of resources needed to solve the problem
- organize and manage information from a wide variety of sources to solve the problem
- create and defend a product that presents findings

Information Literacy/Library Media Content Standard 3

To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process.

Rationale

"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89).

Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies. Content Standard 3 addresses step 6 in the Big6™ Model: Evaluation.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 4 is the ability to:

- assess the quality of the product;
- describe the process.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- assess the quality and effectiveness of the product;
- evaluate how the process met the need for information.

Benchmarks for Information Literacy/Library Media Content Standard 3 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 3 for a student upon graduation is the ability to:

- assess the quality and effectiveness of the product;
- evaluate the process in order to revise strategies.

Information Literacy/Library Media Content Standard 4

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Rationale

For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 4 is the ability to:

- legally obtain and use information;
- identify the owner of ideas and information;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 8 is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- appropriately credit ideas and works of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 4 for a student upon graduation is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- follow copyright laws and fair use guidelines when using the intellectual property of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Information Literacy/Library Media Content Standard 5

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions.

Rationale

School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 4 is the ability to:

- use a variety of print and digital formats for pleasure and personal growth;
- use a variety of genres for pleasure and personal growth;
- access and understand multiple resources from diverse cultures, including Montana American Indians;
- access libraries to seek information for personal interest.

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 8 is the ability to:

- use and respond to a variety of print and digital formats for pleasure and personal growth;
- use and respond to a variety of genres for pleasure and personal growth;
- analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians;
- access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Benchmarks for Information Literacy/Library Media Content Standard 5 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 5 for a student upon graduation is the ability to:

- use and critique a variety of print and digital formats for pleasure and personal growth;
- use and critique a variety of genres for pleasure and personal growth;
- evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians;
- access and use resources and information from all types of information environments to pursue personal and creative interests.

Foundation Resources:

American Association of School Librarians. *Standards for 21st-Century Learners*. Chicago, Ill.: ALA, 2007.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago, Ill.; ALA, 2000.

Eisenberg, Michael B. and Robert E. Berkowitz. *The Big6™ Skills*. <www.big6.com>

Montana Office of Public Instruction. "Montana Content and Performance Standards for Library Media." *Administrative Rules of Montana (10.54.6510)* Helena, Mont.: OPI, 2000.

Murray, Janet R. Achieving Educational Standards Using the Big6™. Columbus, Oh.: Linworth, 2008.

Montana K-12 Information Literacy/Library Media Performance Descriptors A Profile of Four Levels

The Information Literacy/Library Media Performance Descriptors define students' knowledge, skills, and abilities in the Information Literacy/Library Media content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Content Standard 1: Students identify the task and determine the resources needed.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently summarizes and restates the task or problem to be solved;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens a topic;
- independently identifies possible resources;
- independently selects an appropriate resource to meet information need.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- summarizes and restates the task or problem to be solved;
- brainstorms several search terms to guide problem solving;
- narrows or broadens a topic;

- identifies possible resources;
- selects an appropriate resource to meet information need.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, summarizes and restates the task or problem to be solved;
- with guidance, brainstorms a few search terms to guide problem solving;
- with guidance, narrows or broadens a topic;
- with guidance, identifies possible resources;
- with guidance, selects appropriate resource to meet information need.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, restates the task or problem to be solved;
- with assistance, brainstorms a search term to guide problem solving;
- with assistance, narrows or broadens a topic;
- with assistance, identifies possible resources;
- with assistance, selects an appropriate resource to meet information need.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently summarizes and restates the task or problem to be solved;
- independently breaks down the task into manageable parts;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens the topic to manageable focus;
- independently identifies possible sources of information;
- independently compares resources needed;
- independently decides which resources will be the most appropriate for the problem to be solved.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- summarizes and restates the task or problem to be solved;
- breaks down the task into manageable parts;
- brainstorms several search terms to guide problem solving;
- narrows or broadens the topic to manageable focus;
- identifies possible sources of information;
- compares resources needed;
- decides which resources will be the most appropriate for the problem to be solved.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, summarizes and restates the task or problem to be solved;
- with guidance, breaks down the task into manageable parts;
- with guidance, brainstorms a few search terms to guide problem solving;
- with guidance, narrows or broadens the topic to manageable focus;
- with guidance, identifies possible sources of information;
- with guidance, compares two or more resources needed;
- with guidance, decides which resources will be the most appropriate for the problem to be solved.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, restates the task or problem to be solved;
- with assistance, breaks down the task into manageable parts;
- with assistance, brainstorms a search term to guide problem solving;
- with assistance, narrows or broadens the topic to manageable focus;
- with assistance, identifies possible sources of information;
- with assistance, compares two resources needed;
- with assistance, decides which resources will be the most appropriate for the problem to be solved.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently determines the parameters of the problem;
- independently formulates questions to guide problem solving;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens the topic to manageable focus;
- independently decides the types and the amount of information needed to solve the problem;
- independently identifies possible resources;
- independently evaluates resources;
- independently selects resources to solve the problem.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- determines the parameters of the problem;
- formulates questions to guide problem solving;

- brainstorms search terms to guide problem solving;
- narrows or broadens the topic to manageable focus;
- decides the types and the amount of information needed to solve the problem;
- identifies possible resources;
- evaluates resources;
- selects resources to solve the problem.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, determines the parameters of the problem;
- with guidance, formulates questions to guide problem solving;
- with guidance, brainstorms search terms to guide problem solving;
- with guidance, narrows or broadens the topic to manageable focus;
- with guidance, decides the types and the amount of information needed to solve the problem;
- with guidance, identifies possible resources;
- with guidance, evaluates resources;
- with guidance, selects resources to solve the problem.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, determines the parameters of the problem;
- with assistance, formulates questions to guide problem solving;
- with assistance, brainstorms search terms to guide problem solving;
- with assistance, narrows or broadens the topic to manageable focus;
- with assistance, decides the types and the amount of information needed to solve the problem;
- with assistance, identifies possible resources;
- with assistance, evaluates resources;
- with assistance, selects resources to solve the problem.

Content Standard 2: Students locate sources, use information, and present findings.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently locates resources to solve the problem;
- independently locates information within resources;

- independently identifies the point of view in information, including perspectives of Montana American Indians;
- independently reads, views, and listens to extract information from resources;
- independently organizes information for use;
- independently creates a product that presents findings.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- locates resources to solve the problem within a pre-selected range or collection of resources;
- locates information within resources;
- identifies the point of view in information, including perspectives of Montana American Indians;
- reads, views, and listens to extract information from resources;
- organizes information for use;
- creates a product that presents findings using established guidelines.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, locates resources to solve the problem within a pre-selected range or collection of resources;
- with guidance, locates information within resources;
- with guidance, identifies the point of view in information, including perspectives of Montana American Indians;
- with guidance, reads, views, and listens to extract information from resources;
- with guidance, organizes information for use;
- with guidance, creates a product that presents findings using established guidelines.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, locates resources to solve the problem within a pre-selected range or collection of resources;
- with assistance, locates information within resources;
- with assistance, identifies the point of view in information, including perspectives of Montana American Indians;
- with assistance, reads, views, and listens to extract information from resources;
- with assistance, organizes information for use;
- with assistance, creates a product that presents findings using established guidelines.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently locates multiple resources using a variety of search tools;
- independently evaluates authority, accuracy and currency of resources;
- independently locates information within resources;
- independently reads, views, and listens to extract information from resources;
- independently identifies the point of view or bias in information, including perspectives of Montana American Indians;
- independently organizes information for use;
- independently creates a product that presents findings.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- locates multiple resources using pre-selected search tools;
- evaluates authority, accuracy and currency of resources;
- locates information within resources;
- reads, views, and listens to extract information from resources;
- identifies the point of view or bias in information, including perspectives of Montana American Indians;
- organizes information for use;
- creates a product that presents findings.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, locates multiple resources using pre-selected search tools;
- with guidance, evaluates authority, accuracy and currency of resources;
- with guidance, locates information within resources;
- with guidance, reads, views, and listens to extract information from resources;
- with guidance, identifies the point of view or bias in information, including perspectives of Montana American Indians;
- with guidance, organizes information for use;
- with guidance, creates a product that presents findings.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, locates multiple resources using pre-selected search tools;
- with assistance, evaluates authority, accuracy and currency of resources;
- with assistance, locates information within resources;
- with assistance, reads, views, and listens to extract information from resources;

- with assistance, identifies the point of view in information, including perspectives of Montana American Indians;
- with assistance, organizes information for use;
- with assistance, creates a product that presents findings.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently locates a wide range of resources using a variety of search tools;
- independently evaluates authority, accuracy, relevance and currency of resources;
- independently locates information within a variety of resources;
- independently reads, views and listens to extract information to solve the problem;
- independently identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- independently organizes and manages a wide range of sources to draw conclusions to solve problems;
- independently creates, presents and defends a solution to the problem.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- locates a wide range of resources using a variety of search tools;
- evaluates authority, accuracy, relevance and currency of resources;
- locates information within a variety of resources;
- reads, views and listens to extract information to solve the problem;
- identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- organizes and manages a wide range of sources to draw conclusions to solve problems;
- creates, presents and defends a solution to the problem.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, locates a wide range of resources using a variety of search tools;
- with guidance, evaluates authority, accuracy, relevance and currency of resources;
- with guidance, locates information within a variety of resources;
- with guidance, reads, views and listens to extract information;
- with guidance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- with guidance, organizes and manages a wide range of sources to draw conclusions to solve problems;
- with guidance, creates, presents and defends a solution to the problem.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, locates a range of resources using search tools;
- with assistance, evaluates authority, accuracy, relevance and currency of resources;
- with assistance, locates information within a variety of resources;
- with assistance, reads, views and listens to extract information to solve the problem;
- with assistance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- with assistance, organizes and manages a wide range of sources to draw conclusions to solve problems;
- with assistance, creates, presents and defends a solution to the problem.

Content Standard 3: Students evaluate their product and learning process.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- evaluates finished product according to criteria;
- uses criteria to judge how well the steps of the problem solving process were followed.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, evaluates finished product according to criteria;
- with guidance, uses criteria to judge how well the steps of the problem solving process were followed.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed;
- independently identifies improvements to the problem solving process.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- evaluates finished product according to criteria;

- uses criteria to judge how well the steps of the problem solving process were followed;
- identifies improvements to the problem solving process.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, evaluates finished product according to criteria;
- with guidance, uses criteria to judge how well the steps of the problem solving process were followed;
- with guidance, identifies improvements to the problem solving process.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed;
- with assistance, identifies improvements to the problem solving process.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed;
- independently identifies improvements to the problem solving process;
- independently justifies decisions based on project criteria.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- evaluates finished product according to criteria;
- uses criteria to judge how well the steps of the problem solving process were followed;
- identifies improvements to the problem solving process;
- justifies decisions based on project criteria.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, evaluate finished product according to criteria;

- with guidance, uses criteria to judge how well the steps of the problem solving process were followed;
- with guidance, identifies improvements to the problem solving process;
- with guidance, justifies decisions based on project criteria.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed;
- with assistance, identifies improvements to the problem solving process;
- with assistance, justifies decisions based on project criteria.

Content Standard 4: Students use information safely, ethically and legally.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently follows copyright laws and fair use guidelines when using information;
- independently credits ideas and works of others;
- independently practices safe, ethical and legal behavior in supervised intellectual and social networks.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- follows copyright laws and fair use guidelines when using information;
- credits ideas and works of others;
- practices safe, ethical and legal behavior in supervised intellectual and social networks.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, follows copyright laws and fair use guidelines when using information;
- with guidance, credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in supervised intellectual and social networks.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, follows copyright laws and fair use guidelines when using information;
- with assistance, credits ideas and works of others;
- with assistance, practices safe, ethical and legal behavior in supervised intellectual and social networks.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- independently and appropriately credits ideas and works of others;
- independently practices safe, ethical and legal behavior in intellectual and social networks.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- appropriately credits ideas and works of others;
- practices safe, ethical and legal behavior in intellectual and social networks.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with guidance, appropriately credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in intellectual and social networks.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with assistance, appropriately credits ideas and works of others;

- with assistance, practices safe, ethical and legal behavior in intellectual and social networks.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- independently and appropriately credits ideas and works of others;
- independently practices safe, ethical and legal behavior in intellectual and social networks.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- appropriately credits ideas and works of others;
- practices safe, ethical and legal behavior in intellectual and social networks.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with guidance, appropriately credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in intellectual and social networks.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with assistance, appropriately credits ideas and works of others;
- with assistance, practices safe, ethical and legal behavior in intellectual and social networks.

Content Standard 5: Students pursue personal interests through literature and other creative expressions.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently chooses resources based on personal interests;
- independently uses a variety of print and digital resources;
- independently explores a variety of genres;
- independently explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- chooses resources based on personal interests;
- uses a variety of print and digital resources;
- explores a variety of genres;
- explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, chooses resources based on personal interests;
- with guidance, uses some print and digital resources;
- with guidance, explores a variety of genres;
- with guidance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, chooses resources based on personal interests;
- with assistance, uses a few print and digital resources;
- with assistance, explores a variety of genres;
- with assistance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently chooses resources based on personal interests;
- independently uses and responds to a variety of print and digital resources;
- independently uses and responds to a variety of genres;
- independently analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- chooses resources based on personal interests;
- uses and responds to a variety of print and digital resources;
- uses and responds to a variety of genres;
- analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, chooses resources based on personal interests;
- with guidance, uses and responds to some print and digital resources;
- with guidance, uses and responds to genres;
- with guidance, analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, chooses resources based on personal interests;
- with assistance, uses and responds to a few print and digital resources;
- with assistance, uses and responds to genres;
- with assistance, compares and contrasts multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently chooses resources based on personal interests;
- independently uses and critiques a variety of print and digital resources;
- independently uses and critiques a variety of genres;
- independently evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- chooses resources based on personal interests;
- uses and critiques a variety of print and digital resources;
- uses and critiques a variety of genres;
- evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance.

He/she:

- with guidance, chooses resources based on personal interests;
- with guidance, uses and critiques some print and digital resources;
- with guidance, uses and critiques genres;
- with guidance, evaluates multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, chooses resources based on personal interests;
- with assistance, uses and critiques a few print and digital resources;
- with assistance, compares and contrasts genres;
- with assistance, compares and contrasts multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Montana Standards for Information Literacy/Library Media Glossary

Accuracy - Measures the degree to which information sources are free from mistakes and errors

Authority - The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

Bias - Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

Big6™ - A systematic approach to information problem solving using a six step process. The Big6™ can be used whenever an individual has an information problem; co-authored by Mike Eisenberg and Bob Berkowitz.

Boolean - Words used in searching on a computer, e.g., *and*, *or*, *not*.

Brainstorming – An activity used to generate an idea that has no right or wrong answers.

Cite Sources – Reference to book, article, webpage or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself. (e.g., title, author, publisher, website, location)

Collaborate - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings

Communication Tools - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., email, instant messaging, forums)

Copyright - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. **Creative Expressions** – Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts)

Critical Thinking – The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

Digital Information - written language, audio, or video accessed through digital means.

Digital Media - Any type of information in digital format, including computer-generated text, graphics, audio and animations.

Digital Presentation Tools - Tools that facilitate the sharing if information with others, either locally or in a virtual environment.

Digital Sources - information gathered (written, audio, video) online and noted.

Digital Tools - Inclusive of all hardware and/or software. (e.g., Computers, PDA's, Personal Video Players, personal music players, Word processors, Spreadsheets, Instant messaging, web browsers, web 2.0 tools)

Equitable access – Fair opportunity to use resources (Access regardless of age, origin, background or views) School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

Ethical Use - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy)

Extract - draw or pull out

Fair Use - allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for Educational purposes.

Format - A general description of an item whether it is print or non-print or digital or electronic or realia.

Global Communication - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

Global Learning Environment - digital environment that extends the learning beyond the classroom walls

Information Literacy - the ability to recognize when information is needed then to locate, evaluate, and effectively use that information.

Inquiry - Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

Intellectual Freedom - The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.)

Intellectual Property - Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

Language Hierarchy for Performance Descriptors

- **With Assistance** – One-to-one help with step-by-step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

Media literacy - The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

Multi-literacies – Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. “being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction.” definition taken from:

<http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html>

Personal Responsibility - Understanding that personal actions have effects and that individuals are responsible for choices they make.

Realia – Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

Relevance - The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need, which may or may not have been expressed fully or with precision in the search statement.

Resources – Somebody or something used to solve a problem. (e.g, print materials, people, digital materials, archives, online databases, realia, articles, Internet,)

Search Tools - a simple search field with options to search text or resources on a local, regional-wide or world-wide database.

Synthesis - Creatively or divergently applying prior knowledge and skills to produce a new or original whole. (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

Technological – Of or pertaining to technology.

Textual - Of, relating to, or conforming to a text; print.

Visual - Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Revised Technology K-12 Content Standards and Performance Descriptors

PRESENTER: Michael Hall, Instructional Technology Specialist
Office of Public Instruction
Matt Clausen, Team Member
Technology Revision Team

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration the draft K-12 Content Standards and Performance Descriptors for Technology. This presentation will include discussion of the review process, foundation resources, key issues, draft standards and related materials. Attached is the "user-friendly" document of the K-12 Content Standards and Performance Descriptors for Technology.

QUESTED DECISION(S): None

OUTLYING ISSUE(S):

RECOMMENDATION(S): Discussion

Montana Standards for Technology

Today's learners—teachers and students—are continually affected by a variety of digital technologies. These technologies have altered their expectations and skills. Traditional instruction alone no longer provides students with all the skills necessary to find personal value and professional success. Therefore, education needs to play an increasing role in empowering learners to be technologically literate and to integrate digital tools into their lives.

Expectations for student learning are increasing as digital tools make basic tasks easier. We must help students meet these expectations by understanding that:

- *digital technology must be in the hands of all students;*
- *technological literacy includes more than simple mastery of skills;*
- *digital citizens must use digital tools safely and responsibly;*
- *learning environments are no longer constrained by school walls; they are global and personal;*
- *digital technology skills are acquired, developed, and mastered at an individual pace;*
- *access to tools and flexible networks are critical for learner success.*

While digital technology tools can be used to facilitate assessment of student learning, the primary application of these tools must be used to support content area learning. Although integrated learning systems can be used to deliver curriculum, true technology integration involves dynamic interactions among learners using digital tools.

Inquiry-based learning activities, rich in relevant content and integrated with digital technology, can facilitate collaboration, critical thinking, creativity, and problem solving. Properly applied, technology enhances learning and instruction, but does not become the focus. By providing access to information and tools for expression, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

Technology Content Standard 1

To satisfy the requirements of Technology Content Standard 1, a student must: use digital tools and resources for problem solving and decision making.

Rationale

As personal and global problems become more complex, digital tools are powerful vehicles for data collection and analysis, collaboration, and presentation of solutions. Therefore, all learners must select and use digital tools to make sound, accurate, data-supported decisions and presentations.

Benchmarks for Technology Content Standard 1 for the end of grade 4

The benchmark for Technology Content Standard 1 for a student at the end of grade 4 is the ability to:

- identify and investigate a problem and generate possible solutions;
- collect data and information using digital tools;
- organize collected data and information using a variety of digital tools;
- identify the accuracy, diversity and point of view, including Montana American Indians, of digital information;
- share information ethically and note sources.

Benchmarks for Technology Content Standard 1 for the end of grade 8

The benchmark for Technology Content Standard 1 for a student at the end of grade 8 is the ability to:

- use multiple approaches to explore alternative solutions;
- collect relevant data and information on a subject from a variety of digital resources;
- analyze and ethically use data and information from digital resources;
- compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information;
- share data and information ethically and appropriately cite sources.

Benchmarks for Technology Content Standard 1 upon graduation

The benchmark for Technology Content Standard 1 for a student upon graduation is the ability to:

- use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions;
- collect relevant data and information on a subject from a variety of digital resources;
- select from an array of digital tools to organize and analyze data from a variety of resources;
- evaluate and synthesize data and information;
- share data and information ethically and appropriately cite sources.

Technology Content Standard 2

To satisfy the requirements of Technology Content Standard 2, a student must collaborate and communicate globally in a digital environment.

Rationale

Digital tools can facilitate collaboration and communication by opening pathways to a global learning environment. All learners share the responsibility to practice and advocate the safe and responsible use of these digital tools.

Benchmarks for Technology Content Standard 2 for the end of grade 4

The benchmark for Technology Content Standard 2 for a student at the end of grade 4 is the ability to:

- identify and explore online collaboration and communication tools;
- identify and explore safe, legal, and responsible use of digital collaboration and communication tools;
- communicate the results of research and learning with others using digital tools;
- explore how technology has expanded the learning environment beyond the traditional classroom.

Benchmarks for Technology Content Standard 2 for the end of grade 8

The benchmark for Technology Content Standard 2 for a student at the end of grade 8 is the ability to:

- select and use online collaboration and communication tools;
- use digital collaboration and communication tools in a safe, legal, and responsible manner;
- communicate the results of research and learning with others using digital tools;
- use technology in a global learning environment.

Benchmarks for Technology Content Standard 2 upon graduation

The benchmark for Technology Content Standard 2 for a student upon graduation is the ability to:

- evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects;
- use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others;
- synthesize and communicate the results of research and learning with others using various digital tools;
- apply technology that supports collaboration, learning and productivity in a global environment.

Technology Content Standard 3

To satisfy the requirements of Technology Content Standard 3, a student must: apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.

Rationale

Digital tools can support creative and innovative expression, which is increasingly necessary in our changing world. The use of these tools can also facilitate the realization and fulfillment of one's talents and interests. The education community has the responsibility to provide access to the new avenues for creation and require nuanced understandings of digital citizenship and ownership.

Benchmarks for Technology Content Standard 3 for the end of grade 4

The benchmark for Technology Content Standard 3 for a student at the end of grade 4 is the ability to:

- use digital tools for personal expression;
- use various digital media to share information and tell stories;
- use technology to discover connections between facts;
- understand ownership of digital media;
- use digital tools and skills to construct new personal understandings.

Benchmarks for Technology Content Standard 3 for the end of grade 8

The benchmark for Technology Content Standard 3 for a student at the end of grade 8 is the ability to:

- apply a variety of digital tools for personal and group expression;
- use a variety of digital tools to create a product;
- use technology to recognize trends and possible outcomes;
- examine the relationship of copyright to ownership of digital media.

Benchmarks for Technology Content Standard 3 upon graduation

The benchmark for Technology Content Standard 3 for a student upon graduation is the ability to:

- develop projects combining multiple digital tools to suit a variety of audiences and purposes;
- evaluate and employ a variety of digital tools to effectively produce an original work;
- use models and simulations to identify trends, predict outcomes, and investigate information;
- evaluate legal protections for intellectual property and apply that understanding to personally created digital media.

Technology Content Standard 4

To satisfy the requirements of Technology Content Standard 4, a student must possess a functional understanding of technology concepts and operations.

Rationale

Solely teaching application- and device-specific skills is no longer sufficient. While core computer skills are required to harness the power of digital tools, these skills need to be adaptable to the quickly changing technological landscape.

Benchmarks for Technology Content Standard 4 for the end of grade 4

The benchmark for Technology Content Standard 4 for a student at the end of grade 4 is the ability to:

- show skills needed to use communication, information and processing technologies;
- use appropriate terminology when communicating about current technology;
- transfer current knowledge to learning of new technology skills.

Benchmarks for Technology Content Standard 4 for the end of grade 8

The benchmark for Technology Content Standard 4 for a student at the end of grade 8 is the ability to:

- apply and refine the skills needed to use communication, information and processing technologies;
- use appropriate terminology when communicating about current technology;
- transfer current knowledge to learning of new technology skills.

Benchmarks for Technology Content Standard 4 upon graduation

The benchmark for Technology Content Standard 4 for a student upon graduation is the ability to:

- apply and refine the skills needed to use communication, information and processing technologies;
- use appropriate terminology when communicating about current technology;
- transfer current knowledge to learning of new technology skills.

Foundation Resources:

International Society for Technology in Education. *National Educational Technology Standards for Students*. 2nd Ed. Eugene, Oregon: ISTE, 2007.

Montana Office of Public Instruction. "Montana Content and Performance Standards for Technology." *Administrative Rules of Montana (10.54.7501)* Helena, Mont.: OPI, 2000.

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

Montana K-12 Technology Performance Descriptors A Profile of Four Levels

The Technology Performance Descriptors define students' knowledge, skills, and abilities in the Technology content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

Advanced: This level denotes superior performance. (Independently)

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark. (Guidance)

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. (Assistance)

Content Standard 1: Students use digital tools and resources for problem solving and decision making

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- consistently uses digital tools and resources for problem solving and decision making;
- effectively uses assigned digital tools to identify a problem;
- brainstorms ways to generate possible solutions;
- uses assigned digital tools to collect data and information from a variety of resources;
- uses assigned digital tools to organize data and information;
- effectively identifies accurate and inaccurate information;
- understands diversity and point of view, including Montana American Indians;
- identifies and notes the work of others;
- understands the concept of digital media ownership.



Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

Proficient

A fourth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- uses digital tools and resources for problem solving and decision making;
- effectively uses assigned digital tools to identify a problem ;
- uses guided brainstorming to generate possible solutions;
- explores assigned digital tools to collect data and information from a variety of resources;
- uses assigned digital tools to organize data and information;
- differentiates between accurate and inaccurate information;
- recognizes diversity and point of view, including Montana American Indians;
- recognizes that using the work of others needs to be noted;
- explores the concept of digital media ownership.

Nearing Proficient

A fourth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, examines digital tools and resources for problem solving and decision making;
- with guidance, uses digital tools to identify a problem;
- chooses a solution from a teacher-provided list;
- with guidance, explores assigned digital tools to collect data and information from a variety of resources;
- uses an assigned digital template to organize data and information;
- with guidance, differentiates between accurate and inaccurate information;
- with guidance, recognizes diversity and point of view, including Montana American Indians;
- with guidance, recognizes that using the work of others needs to be noted;
- with guidance, explores the concept of digital media ownership.

Novice

A fourth grade student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- demonstrates limited understanding of digital tools and resources for problem solving and decision making;
- has limited understanding of digital tools used to identify a problem;
- with assistance, chooses a solution from a teacher-provided list;
- with assistance, uses a basic digital tool to collect data and information;
- with assistance, uses an assigned digital template to organize data and information;
- has limited understanding of accurate and inaccurate information;
- has limited understanding of diversity and point of view;
- has limited recognition of the concept of using the work of others;
- has limited understanding of the concept of digital media ownership.



Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- independently uses multiple approaches to explore alternative solutions;
- thoughtfully collects relevant data and information on a subject from a variety of digital resources;
- clearly demonstrates analysis and ethical use of data and information from digital resources;
- evaluate the accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information;
- consistently demonstrates ethical practices when sharing data and information;
- appropriately cites sources using multiple styles.

Proficient

An eighth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- demonstrates clear understanding of multiple approaches to explore alternative solutions;
- collects relevant data and information on a subject from a variety of digital resources;
- analyzes and ethically uses data and information from digital resources;
- understands the concepts of accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information;
- demonstrates ethical practices when sharing data and information;
- correctly cites digital sources.

Nearing Proficient

An eighth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, explores multiple approaches to explore alternative solutions;
- with guidance, collects relevant data and information on a subject from a variety of digital resources;
- with guidance, understands the analysis and ethical use of data and information from digital resources;
- with guidance, occasionally recognizes accuracy, relevance and point of view, including Montana American Indians, of digital information;
- with guidance, demonstrates ethical practices when sharing data and information;
- with guidance, cites digital sources.

Novice

An eighth grade student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- has difficulty selecting approaches to explore alternative solutions;



Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- has limited success collecting relevant data and information on a subject from digital resources;
- has difficulty analyzing data and information from digital resources;
- has difficulty understanding ethical use of data and information from digital resources;
- has difficulty identifying accuracy, relevance and point of view, including Montana American Indians, of digital information;
- has limited success sharing data and information ethically;
- has difficulty citing sources appropriately.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Technology demonstrates superior performance. He/she:

- independently applies multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions;
- independently and effectively collects relevant data and information on a subject from a variety of digital resources;
- independently explores and implements an appropriate digital tool to organize and analyze data from a variety of resources;
- routinely evaluates and synthesizes data and information;
- consistently shares data and information ethically;
- independently cites sources in the appropriate style.

Proficient

A graduating student at the proficient level in Technology demonstrates solid academic performance. He/she:

- applies multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions;
- consistently collects relevant data and information on a subject from a variety of digital resources;
- successfully selects from an array of digital tools to organize and analyze data from a variety of resources;
- effectively evaluates and synthesizes data and information;
- shares data and information ethically;
- cites sources in the appropriate style.

Nearing Proficient

A graduating student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, uses multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions;
- with guidance, collects relevant data and information on a subject from a variety of digital resources;



Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- with guidance, selects from a designated set of digital tools to organize and analyze data from a variety of resources;
- with guidance, evaluates and synthesizes data and information;
- with guidance, share data and information ethically;
- with guidance, appropriately cites sources.

Novice

A graduating student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- has limited success using multiple approaches and diverse perspectives, including Montana American Indians, and difficulty exploring alternative solutions;
- has difficulty finding relevant data and information on a subject from a variety of digital resources;
- has difficulty selecting digital tools to organize and analyze data from a variety of resources;
- can seldom evaluate and synthesize data and information;
- can seldom share data and information ethically;
- has difficulty citing sources.

Content Standard 2: Students collaborate and communicate globally in a digital environment.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- independently uses digital tools to synchronously and asynchronously communicate with other age-level students outside their classroom environment;
- independently uses digital tools to collaborate with peers on projects and assignments outside their classroom environment;
- identifies and consistently uses safe, legal and responsible practices in using communication and collaboration technologies;
- shares the results of research with peers using digital presentation tools both online and in person;
- independently identifies and uses technologies that provide learning opportunities beyond the traditional classroom.

Proficient

A fourth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment;
- uses digital tools to collaborate with peers on projects and assignments in their classroom environment;



Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- identifies safe, legal and responsible practices in using communication and collaboration technologies.
- shares the results of research with peers using digital presentation tools either online or in person.
- identifies technologies that provide learning opportunities beyond the traditional classroom

Nearing Proficient

A fourth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment.
- with guidance, uses digital tools to collaborate with peers on projects and assignments in their classroom environment.
- with guidance, identifies safe, legal and responsible practices in using communication and collaboration technologies.
- with guidance, shares the results of research with peers using digital presentation tools either online or in person.
- with guidance, identifies technologies that provide learning opportunities beyond the traditional classroom

Novice

A fourth grade student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- with assistance, uses simple digital tools to synchronously or asynchronously communicate with other age-level students in their classroom environment.
- with assistance, uses simple digital tools to collaborate with peers on projects and assignments in their classroom environment.
- with assistance, identifies core safe, legal and responsible practices in using communication and collaboration technologies.
- with assistance, shares the results of research with peers using digital presentation tools either online or in person.
- with assistance, identifies basic technologies that provide learning opportunities beyond the traditional classroom.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- independently selects the most effective digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment.
- independently selects the most effective digital tools to collaborate with peers on projects and assignments in and out of their classroom environment.



Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- independently uses safe, legal and responsible practices in using communication and collaboration technologies;
- independently and effectively shares the results of research with peers using a variety digital presentation tools both online and in person;
- independently and effectively uses a variety of technologies to learn beyond the scope of the traditional classroom.

Proficient

An eighth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- selects appropriate digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment;
- selects appropriate digital tools to collaborate with peers on projects and assignments in and out of their classroom environment;
- consistently uses safe, legal and responsible practices in using communication and collaboration technologies;
- effectively shares the results of research with peers using digital presentation tools both online and in person;
- effectively uses technology to learn beyond the scope of the traditional classroom.

Nearing Proficient

An eighth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, selects appropriate digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment;
- with guidance, selects appropriate digital tools to collaborate with peers on projects and assignments in and out of their classroom environment;
- with guidance, consistently uses safe, legal and responsible practices in using communication and collaboration technologies;
- with guidance, effectively shares the results of research with peers using digital presentation tools both online and in person;
- with guidance, effectively uses technology to learn beyond the scope of the traditional classroom;

Novice

An eighth grade student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- with assistance, uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment;
- with assistance, uses digital tools to collaborate with peers on projects and assignments in their classroom environment;
- with assistance, identifies safe, legal and responsible practices in using communication and collaboration technologies;



Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- with assistance, shares the results of research with peers using digital presentation tools either online or in person.
- with assistance, identifies technologies to learn beyond the scope of the traditional classroom.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Technology demonstrates superior performance. He/she:

- evaluates and independently selects digital tools to synchronously and asynchronously communicate with others outside of the formal classroom environment;
- evaluates and independently selects digital tools to collaborate with others on projects and assignments outside of the formal classroom environment;
- independently uses and advocates to others safe, legal and responsible practices in using communication and collaboration technologies;
- independently and effectively synthesizes and communicates the results of research with others using digital presentation tools both online and in person outside of the formal classroom environment;
- independently and effectively uses technology to learn and teach beyond the scope of the traditional classroom.

Proficient

A graduating student at the proficient level in Technology demonstrates solid academic performance. He/she:

- evaluates and independently selects digital tools to synchronously and asynchronously communicate with others in and out of their classroom environment;
- evaluates and independently selects digital tools to collaborate with others on projects and assignments in and out of their classroom environment;
- consistently uses and advocates to others safe, legal and responsible practices in using communication and collaboration technologies;
- effectively synthesizes and communicates the results of research with others using digital presentation tools both online and in person;
- effectively uses technology to learn and teach beyond the scope of the traditional classroom.

Nearing Proficient

A graduating student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance, evaluates and selects digital tools to synchronously and asynchronously communicate with others in and out of their classroom environment;
- with guidance, evaluates and selects digital tools to collaborate with others on projects and assignments in and out of their classroom environment;



Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

- consistently uses and with direction advocates to others safe, legal and responsible practices in using communication and collaboration technologies;
- with guidance, communicates the results of research with others using digital presentation tools both online and in person;
- with guidance, uses technology to learn and teach beyond the scope of the traditional classroom.

Novice

A graduating student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- with assistance, selects digital tools to synchronously and asynchronously communicate with others in their classroom environment;
- with assistance, selects digital tools to collaborate with others on projects and assignments in their classroom environment;
- with assistance, uses safe, legal and responsible practices in using communication and collaboration technologies;
- with assistance, communicates the results of research with others using digital presentation tools either online or in person;
- with assistance, uses technology to learn beyond the scope of the traditional classroom.

Content Standard 3: Students apply digital tools and skills with creativity and innovation to express themselves, construct knowledge and develop products and process.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- effectively applies digital tools and skills to create and share personal expressions in a variety of media;
- independently uses digital tools creatively to produce original works uncommon for this grade level;
- applies basic rules of ownership of digital media to their own personal use;
- uses digital tools to develop new understandings by discovering the connections between facts.

Proficient

A fourth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- applies digital tools and skills to create and share personal expressions in a variety of media;
- understands basic rules of ownership of digital media;
- uses digital tools to discover connections between facts.



Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

Technology Content and Performance Standards
Performance Descriptors Draft
April 2008

Nearing Proficient

A fourth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- with guidance attempts to apply digital tools and skills to create and share personal expressions in a variety of media;
- with guidance acknowledges basic rules of ownership of digital media;
- with guidance, uses digital tools to discover connections between facts.

Novice

A fourth grade student at the novice level in Technology is beginning to attain prerequisite knowledge and skills that are fundamental in Technology. He/she:

- with assistance attempts to apply digital tools and skills to create and share personal expressions in a variety of media;
- with assistance, recognizes basic rules of ownership of digital media;
- with assistance, attempts to use digital tools to discover connections between facts.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Technology demonstrates superior performance. He/she:

- effectively applies a variety of digital tools to create a multimedia product for personal and group expression;
- independently combines digital tools creatively to produce original works that exceed expectations;
- effectively uses technology to predict reasonable trends and outcomes;
- independently applies basic rules of ownership of digital media to their own personal use.

Proficient

An eighth grade student at the proficient level in Technology demonstrates solid academic performance. He/she:

- applies a variety of digital tools to create a product for personal and group expression;
- uses technology to predict reasonable trends and outcomes;
- understands the relationship of copyright to ownership of digital media.

Nearing Proficient

An eighth grade student at the nearing proficient level in Technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Technology. He/she:

- uses a digital tool to create a product for personal and group expression;
- with guidance, uses technology to predict reasonable trends and outcomes;
- explores the relationship of copyright to ownership of digital media.

Montana Standards for Technology Glossary

Asynchronous Communication - Asynchronous means not occurring at the same time. Asynchronous refers to content, instruction, and communication between participants (e.g., students and teachers) that occurs at different times, the period of which may vary by circumstance, (e.g., e-mail, threaded discussions, homework, message boards).

Broad perspective - becoming a global thinker, including consideration and possible adaptation of other's views.

Collaboration Tools - Any digital tool that allows for shared input both synchronous and asynchronous (e.g., social networks, wikis, blogs, social bookmarking, forums, video conferencing, online productivity tools).

Collaborate - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings

Communication Tools - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., email, instant messaging, forums)

Copyright - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. In the United States, the doctrine of Fair Use allows others to review, comment on, parody, and study copy-written materials with proper citation.

Digital Citizenship - The norms of behavior with regard to technology use. It includes online etiquette, responsible use of technology systems, information and software, safety and security.

Digital Collaboration - Using digital tools for the purpose of collaboration

Digital Environment - A virtual space that is created using digital tools for collaboration and communication.

Digital Information - written language, audio, or video accessed through digital means.

Digital Media - Any type of information in digital format, including computer-generated text, graphics, audio and animations.

Digital Presentation Tools - Tools that facilitate the sharing if information with

others, either locally or in a virtual environment.

Digital Sources - information gathered (written, audio, video) online and noted.

Digital Tools - Inclusive of all hardware and/or software. (e.g., Computers, PDA's, Personal Video Players, personal music players, Word processors, Spreadsheets, Instant messaging, web browsers, web 2.0 tools)

Ethical Use - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy)

Flexible Networks - A network environment which adapts with changing and emerging technologies and allows the users to explore interests safely and expediently.

Functional understanding - understanding usage sufficiently to perform day-to-day classroom tasks using digital tools

Global Communication - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

Global Learning Environment - digital environment that extends the learning beyond the classroom walls

Information and communication technology - "This term is used throughout much of the WORLD (added emphasis) in place of the word *technology*."

Information and Processing Technologies

- Data - data is raw. It simply exists and has no significance beyond its existence (in and of itself). It can exist in any form, usable or not. It does not have meaning of itself.
- Knowledge - knowledge is the appropriate collection of information, such that its intent is to be useful. Knowledge is a deterministic process.
- Understanding - understanding is an interpolative and probabilistic process. It is cognitive and analytical. It is the process by which I can take knowledge and synthesize new knowledge from the previously held knowledge.
- Wisdom - wisdom is an extrapolative and non-deterministic, non-probabilistic process. It beckons to give us understanding about which there has previously been no understanding, and in doing so, goes far beyond understanding itself.

Input Commands - Transferring information to a device with an expected performance result.

Intellectual Property - refers to a range of creations such as music, literature, artistic works, symbols, names, images or designs. Intellectual property law grants owners of such property exclusive rights to govern its use.

Inquiry - "Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem."

Language Hierarchy for Performance Descriptors

- With Assistance - One to one help with step by step learning
- With Guidance - Walk away...less impact....limited input
- At proficient - no language used
- Independently - Students work on their own without guidance

Personal Responsibility - Understanding that personal actions have effects and that individuals are responsible for choices they make.

Synchronous Communication - "Synchronous" means occurring at the same time. "Synchronous" refers to content, instruction, and communication between participants (e.g., students and teachers) that occurs at the same time even though they may be in different physical locations. For example, instruction in which students and teachers are online at the same time so that a question can be immediately answered (e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing).

Technology operations - basic skills needed to operate digital hardware and software

Web 2.0 - an emerging set of technologies occurring in the World Wide Web that aims to facilitate creativity, information sharing, and, most notably, collaboration among users.



EXECUTIVE SUMMARY

DATE: MAY 2008

ESENTATION: Surrender of Educator License (closed session)

PRESENTER:
Kathleen Magone
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Report to Board of Public Education (in closed session) of surrender of educator license as required by Admin. R. Mont. 10.57.605(5): "The superintendent of public instruction shall provide notice to the board of public education of each surrender of a license and of the circumstances surrounding the surrender."

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

BOR & BPE Meetings

Re: Changing meeting schedules where BPE & BOR meetings overlap

July 2008

- BOR was scheduled to meet July 10 in Great Falls
- BPE was scheduled to meet July 9 - 11 in Helena

Suggested change: BOR move their meeting to July 8; BPE will remain July 9 - 11

January 2009

- BOR was scheduled to meet Jan 8 – afternoon & all day Jan 9 in Helena
- BPE was scheduled to meet Jan 8 – afternoon & all day Jan 9 in Helena
- BOE was scheduled to meet Jan 8 – morning in Helena

Suggested change: BOE will remain Jan 8 morning

**BOR will meet all day Jan 7 and the afternoon of Jan 8
BPE will remain on the afternoon of Jan 8 – and all day Jan 9**

March 2009

- BOR was scheduled to meet on March 4 - 6 in Helena
- BPE was scheduled to meet March 5 – 6 in Helena

Suggested change: BOR will remain March 4 - 6

BPE will move their meeting to March 12 & 13

July 2009

- BOR was scheduled to meet on July 9 in Great Falls
- BPE was scheduled to meet July 8 – 10 in Helena

Suggested change: BOR will remain July 9 in Great Falls

BPE will change their July meeting date to July 15 - 17

PROPOSED AMENDMENTS TO BOARD OF PUBLIC EDUCATION'S CONFERENCE
CALL MEETING MINUTES HELD ON JUNE 13, 2007

1. MOTION: Ms. Angela McLean moved to accept the proposed salary of the Superintendent of the Montana School for the Deaf and Blind at the annual rate of \$80,974.00 for the 1st year of the contract extended from July 1, 2007 to June 30, 2010. Dr. Kirk Miller seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.
2. MOTION: Dr. Kirk Miller moved a 3% increase in the Executive Secretary's annual salary for the Board of Public Education for the 1st year of the contract extended from July 1, 2007 to June 30, 2010. Ms. Sharon Carroll seconded. Motion carried unanimously. Mr. Storrs Bishop, Mr. Cal Gilbert, and Mr. John Fuller were absent from the vote.

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Traffic Education Resolution

PRESENTER:
Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: For the reasons articulated in the proposed resolution, the Montana Comprehensive Highway Safety planning coalition has identified several priorities to help improve traffic safety among Montana's young drivers and those who share the roadway with them. One countermeasure is increasing support and activities in Montana public schools related to traffic safety as a means of increasing knowledge and good experience with pre-driving K-8 children using Montana's roads and streets.

The proposed resolution was initially presented at the January 10, 2008 BPE meeting and represents one way to increase awareness of this important issue among schools, and to encourage schools to include traffic safety education and activities. In addition to this proposed resolution, other items are also being investigated. One is to develop an activity book for schools similar to the very popular "Mind & Body" activity book, but providing age-appropriate activities that improve the child's knowledge, awareness and skills about traffic safety behaviors.

REQUESTED DECISION(S): Consider Adoption of the Traffic Education Resolution

OUTLYING ISSUE(S): n/a

RECOMMENDATION(S): Consider for adoption

Proposed K-8 Traffic Safety Education Resolution for Montana Board of Public Education

Improving Traffic Safety Education in Montana Schools for Young Highway and Street Users as Passengers, Pedestrians, Bicyclists and Future Young Drivers

WHEREAS, the leading cause of death for age groups 1 – 44 is by traffic crashes, and the leading cause of unintentional injury caused deaths for age groups 1 – 64 is traffic crashes (source: Center's for Disease Control and Prevention [CDC]); and

WHEREAS, traffic crashes are within the top 7 causes of injuries treated in hospitals for age groups 5 – 14 and in the top 4 causes of injuries treated in hospitals for age groups 15 – 65+ (source: CDC); and

WHEREAS, in 2006, 8 Montana children ages 5 – 14 died and 563 were injured as a result of traffic crashes; and 27 Montana teens ages 15-19 died and 1,769 were injured as a result of traffic crashes (source: Montana Department of Transportation [MDT] Traffic Safety Problem Identification [ID]); and

WHEREAS, in 2006, 25 Montana children in the 5 – 14 age group either died or were seriously injured as pedestrians hit by a motor vehicle, (Source MDT Traffic Safety Problem ID); and

WHEREAS, the National Highway Traffic Safety Administration states that motor vehicle crashes are the leading cause of death for the age group 2 – 14 and 43% of school age pedestrian fatalities occur between 3 p.m. and 7 p.m.; and

WHEREAS, safety studies have identified key school pedestrian and traffic safety issues including

- (1) unsafe routes to school,
 - (2) speeding/reckless driving in school zones,
 - (3) unsafe parking and drop-off/pick-up practices,
 - (4) school bus loading zone conflicts and double parking,
 - (5) unclear school area signs and crosswalks with low visual impact and recognition,
 - (6) poorly maintained/faded crosswalks and signs,
 - (7) utility construction and street/public works hazards,
 - (8) inadequate crossing guard program funding,
 - (9) lack of sustainable school safety education/staff training, and
 - (10) inconsistent enforcement and parking control intervention
- (California 2001 PTA Resolution); and

WHEREAS, the need for traffic engineering, new safety technologies, education outreach, and the enforcement of safe driving laws are recognized by safety experts as vital to improving safe routes to and from schools by reducing hazards and increasing student, community, and motorist awareness; and

WHEREAS, bicycle helmets, safety belt use, child safety seats, comprehensive injury prevention curricula, local and state level policies and resolutions are all proven injury prevention strategies; and

WHEREAS, school environments provide an excellent opportunity to incorporate research based education and behavioral strategies designed to develop positive decision making skills in children; and

WHEREAS, the Federal Highway Administration, the National Highway Traffic Safety Administration, the Centers for Disease Control and Prevention and a host of national professional safety organizations all support some form of safe passages to school, and the Montana Department of Transportation has provided funding for Safe Routes to Schools in local Montana communities and technical support of those projects; and

WHEREAS, the vision of the Montana Board of Public Education includes the constitutionally-expressed "goal of the people to establish a system of public education which will develop the full educational potential of each person," and reaching the full potential of each student requires students to be healthy, safe and as free as possible from the risk of injury and death; and

WHEREAS, an established health enhancement standard of the Montana Board of Public Education for the end of grade 4 is for the student to identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, and stress management (Health Enhancement Standard 1); and

WHEREAS Montana's Comprehensive Highway Safety Plan calls for revitalizing efforts to encourage K-8 Traffic Safety Education in elementary and middle schools as a long term means of preparing teens to drive before entering into driver education.

THEREFORE BE IT RESOLVED: The Montana Board of Public Education supports continued development and implementation of injury prevention education for all students in Montana schools in conjunction with strategies than encompass environmental and regulatory approaches; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education supports a balanced approach to the implementation of proven strategies that recognize the magnitude of the problem of traffic safety, intentional and unintentional injuries; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education is committed to improving collaboration with other national organizations, federal and state agencies and local communities on this critical issue of traffic safety education for young vehicle passengers, bicycle riders, pedestrians and future drivers; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education endorses the provision of traffic education activities for K-8 students in Montana schools to provide age appropriate traffic safety training for age related mobility and use of the highway transportation system and the streets and roads of our cities, towns and communities, through a locally developed education strategy.

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Notice of Public Hearing on Proposed Amendments Relating to K-12 Content Standards and Performance Descriptors for Information Literacy/Library Media and K-12 Content Standards and Performance Descriptors for Technology

PRESENTER: Michael Hall, Instructional Technology Specialist
Colet Bartow, Library Media Specialist
Office of Public Instruction

OVERVIEW: This presentation requests action by the Board of Public Education (BPE) to approve the notice of public hearing document and time line relating to the proposed amendments to K-12 Content Standards and Performance Descriptors for Information Literacy/Library Media, Administrative Rules of Montana (ARM) 10.54.6510 through 10.54.6598, and K-12 Content Standards and Performance Descriptors for Technology ARM 10.54.7510 through 10.54.7598.

REQUESTED DECISION(S): The Office of Public Instruction (OPI) requests the BPE approve the notice of public hearing on the proposed amendments of ARM 10.54.6510 through 10.54.6598 relating to K-12 Content Standards and Performance Descriptors for Information Literacy/Library Media; and ARM 10.54.7510 through 10.54.7598 relating to K-12 Content Standards and Performance Descriptors for Technology.

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Addendum to 2007-2008 Accreditation Status Recommendations

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

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration an addendum to the 2007-2008 accreditation determinations for all schools as recommended by the state Superintendent Linda McCulloch. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. The report is attached.

REQUESTED DECISION(S): Approve State Superintendent's recommendations.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

Embargoed until May 8, 2008

2007-2008 MONTANA ACCREDITATION STATUS RECOMMENDATIONS

Addendum #1

**Board of Public Education
May 2008 Meeting**



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
Toll Free: 1-888-231-9383, Local: 406-444-3095
www.opi.mt.gov



2007-2008 Montana Accreditation Status - Correction Addendum #1

County	School District/School(s)	Status Change From:	Status Change To:	Reason:
Beaverhead	Lima K-12 Schools	Lima HS	Deficiency	902-904 Basic Program (Art) - did not detect that HS does not offer fine arts credit - deviation now has been added to letter
Blaine	Hays-Lodge Pole K-12 Schools	Regular w/Dev	Regular	708 Misassigned Teacher - OPI error - no missassignment exists
Carbon	Bridger K-12 Schools	Bridger 7-8	Advice	902-904 Basic Program (World Language) - French offered in 7-8; missed during class schedule review
		Bridger HS	Advice	902-904 Basic Program (World Language) - French offered in HS; missed during class schedule review
Carter	Carter County HS	Regular w/Dev	Regular w/Dev	708 Misassigned Teacher - one teacher was coded incorrectly in the ADC
Fallon	Plevna K-12 Schools	Plevna School	Regular w/Dev	710 Counseling Services - district data entry error
		Plevna 7-8	Regular w/Dev	710 Counseling Services - district data entry error
		Plevna HS	Advice	710 Counseling Services - district data entry error
Fergus	Grass Range Public Schools	Grass Range HS	Advice	902-904 Basic Program (Art) - OPI error - Drama is offered
Flathead	Kalispell Public Schools	Flathead HS	Deficiency	Regular w/Dev
Gallatin	Bozeman Public Schools	Bozeman HS	Regular w/Dev	708 Misassigned Teacher - one teacher was coded incorrectly in the ADC - district data entry error

2007-2008 Montana Accreditation Status - Correction Addendum #1

County	School District/School(s)	Status Change From:	Status Change To:	Reason:
Gallatin	West Yellowstone K-12 Schools West Yellowstone School	Deficiency	Regular	707 Non-licensed Staff - teacher's name as entered in ADC is first name/last name; Ed Licensure has middle name/last name so it wasn't identified properly
	West Yellowstone 7-8	Deficiency	Regular w/ Dev	707 Non-licensed Staff - teacher's name as entered in ADC is first name/last name; she is listed in Ed Licensure under middle name/last name so it wasn't identified properly
				708 Misassigned Teacher - OPI error
	West Yellowstone High School	Deficiency	Regular w/ Dev	707 Non-licensed Staff - teacher's name as entered in ADC is first name/last name; she is listed in Ed Licensure under middle name/last name so it wasn't identified properly
				708 Misassigned Teacher - OPI error
				708 Misassigned Teacher - teacher previously listed as non-licensed is now misassigned at the HS
Granite	Philipsburg K-12 Schools Philipsburg 7-8	Advice	Regular	902-904 Basic Program (World Language) - district transitioning from French to Spanish so class is available for 1/2 unit in one year only
	Granite High School	Advice	Regular	902-904 Basic Program (World Language) - district transitioning from French to Spanish so class only available for 1 unit instead of 2
Hill	Havre Public Schools	Havre HS	Regular w/Dev	708 Misassigned Teacher - one teacher's assignment was entered incorrectly into the ADC; one teacher's Career and Technical Ed misassignment was removed after OPI review
Lewis & Clark	Helena Elementary Central School Jefferson School	Deficiency	Regular w/Dev Deficiency	710 No Counseling Services - counselor was coded incorrectly in ADC as psychologist - district data entry error 710 No Counseling Services - counselor was coded incorrectly in ADC as psychologist - district data entry error

2007-2008 Montana Accreditation Status - Correction Addendum #1

County	School District/School(s)	Status Change From:	Status Change To:	Reason:
Lewis & Clark	Kessler Elementary School	Deficiency	Regular	710 No Counseling Services - counselor was coded incorrectly in ADC as psychologist - district data entry error
Lincoln K-12 Schools				
	Lincoln Elementary	Regular w/Dev	Regular	705 Principal FTE - administrative FTE allocated incorrectly in ADC
	Lincoln HS	Regular w/Dev	Regular	705 Principal FTE - administrative FTE allocated incorrectly in ADC
Lincoln	McCormick Elementary			
	McCormick School	Deficiency	Regular	707 Non-licensed Staff - teacher is no longer employed but hadn't been deleted from the ADC
Mineral	St Regis K-12 Schools			
	St Regis School	Regular w/Dev	Regular	705 Principal FTE - administrative FTE allocated incorrectly in ADC
Missoula	Hellgate Elementary			
	Lower Grade Hellgate	Deficiency	Regular	707 Non-licensed Staff - preschool teacher should not have been listed in the ADC
Missoula Co Public Schools				
	Lewis & Clark School	Regular w/Dev	Regular	710 Counseling FTE - OPI ADC program error
	Russell School	Regular w/Dev	Regular	710 Counseling FTE -OPI ADC program error
	Porter MS	Regular w/Dev	Regular	710 Counseling FTE - OPI ADC program error
Seeley Lake Elementary				
	Seeley Lake Elementary	Deficiency	Deficiency	709 Library FTE - librarian FTE allocated incorrectly in ADC
Park	Livingston Public Schools			
	Sleeping Giant MS	Deficiency	Regular	707 Non-licensed Staff - teacher's name was misspelled in ADC so it did not interface correctly with Ed Licensure
Springdale Elementary				
	Springdale School	Deficiency	Regular	710 Counseling Services - alternative standard in place; incorrect determination

2007-2008 Montana Accreditation Status - Correction Addendum #1

County	School District/School(s)	Status Change From:	Status Change To:	Reason:
Richland	Fairview Public Schools	Deficiency	Deficiency	705 Principal FTE - administrative FTE allocated incorrectly in ADC district data entry error
Roosevelt	Frontier Elementary	Frontier School	Regular w/Dev	702 Non-endorsed Superintendent - incorrect status determination
Roosevelt	Wolf Point Public Schools	Regular w/Dev	Advice	703 Non-endorsed Principal - incorrect status determination
	Northside School	Regular w/Dev	Advice	703 Non-endorsed Principal - incorrect status determination
	Wolf Point 7-8	Regular w/Dev	Advice	
Sanders	Noxon Public Schools	Noxon School	Regular w/Dev	705 Principal FTE - administrative FTE allocated incorrectly in ADC district data entry error
Plains Public Schools	Plains Elementary	Advice	Advice	705 Principal FTE - administrative FTE allocated incorrectly in ADC district data entry error
Teton	Choteau Public Schools	Choteau 7-8	Advice	712-713 Class Size - district data entry error 902-904 Basic Program (World Language) - new administrator given erroneous information; deviation will be corrected effective SY08-09
Fairfield Public Schools	Fairfield School	Regular w/Dev	Regular	710 Counselor FTE - counselor FTE allocated incorrectly in ADC district data entry error
Private	Two Eagle River High School	Advice	Regular	902-904 Basic Program (Music) - HS does offer 2 credits of fine arts; missed during class schedule review
Loyola-Sacred Heart	Loyola-Sacred Heart HS	Deficiency	Regular	707 Non-licensed Staff - school data entry error
State Funded	Dept of Corrections - Youth	Pine Hills EI	Deficiency	702 Non-endorsed Superintendent - correctional facility supt should not be listed on ADC - school notified
	Pine Hills HS	Regular w/Dev	Regular w/Dev	702 Non-endorsed Superintendent - correctional facility supt should not be listed on ADC - school notified

2007-2008 Accreditation Status Summary - Addendum #1 - May 2008

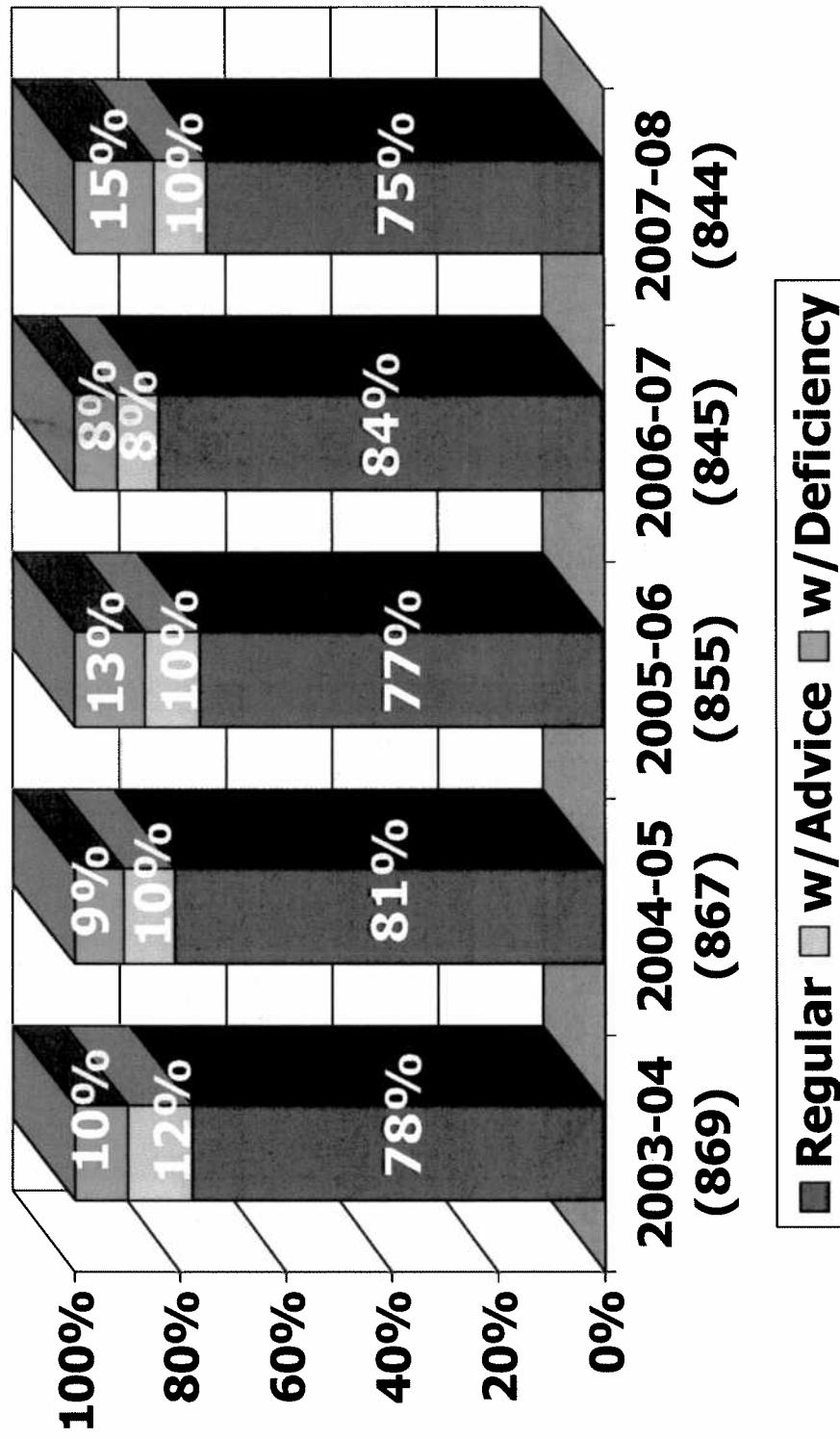
		Elementary Schools				Middle Grade Schools				High Schools			
		Public		Private		State		Public		Private		State	
		Regular	Reg w/Dev	Regular	Reg w/Dev	Regular	Reg w/Dev	Regular	Reg w/Dev	Regular	Reg w/Dev	Regular	Reg w/Dev
Public		473	144	5	1	1	0	109	41	0	0	5	0
Regular		297	60	1	1	0	0	41	31	1	0	1	0
Reg w/Dev		144	89	1	0	0	0	31	0	0	0	3	0
Advice		89	118	0	8	0	1	33	0	0	0	0	0
Deficiency		118	50	8	6	1	1	35	12	1	1	6	1
Total		443	241	14	14	1	1	167	124	12	12	103	11
Grand Totals		445	217	14	14	1	1	183	121	12	12	103	11

This page intentionally left blank.

Montana Accreditation History

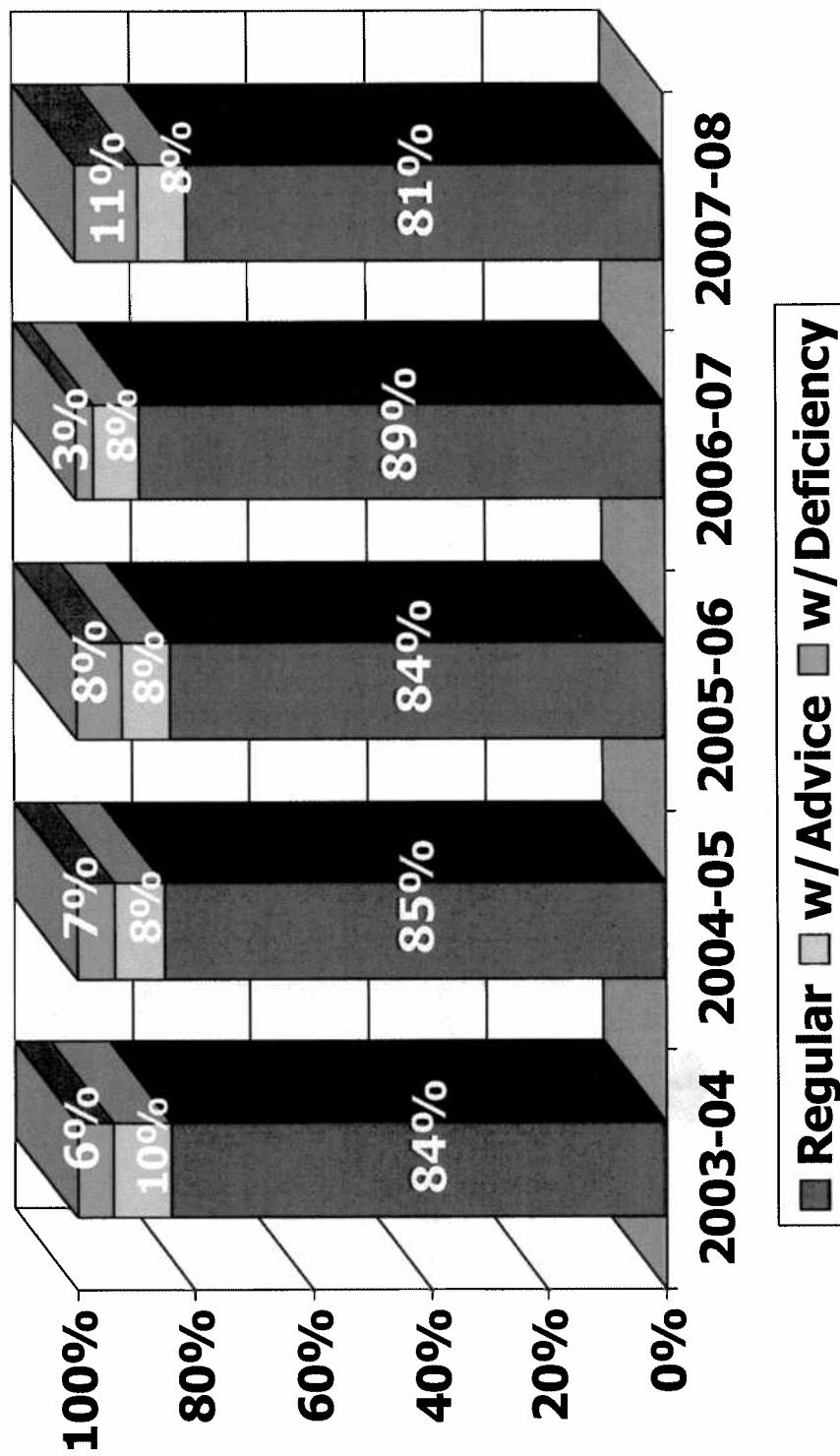
(All schools – public, private, and state funded – are included)
(Regular includes Regular and Regular with Minor Deviations)

All Schools



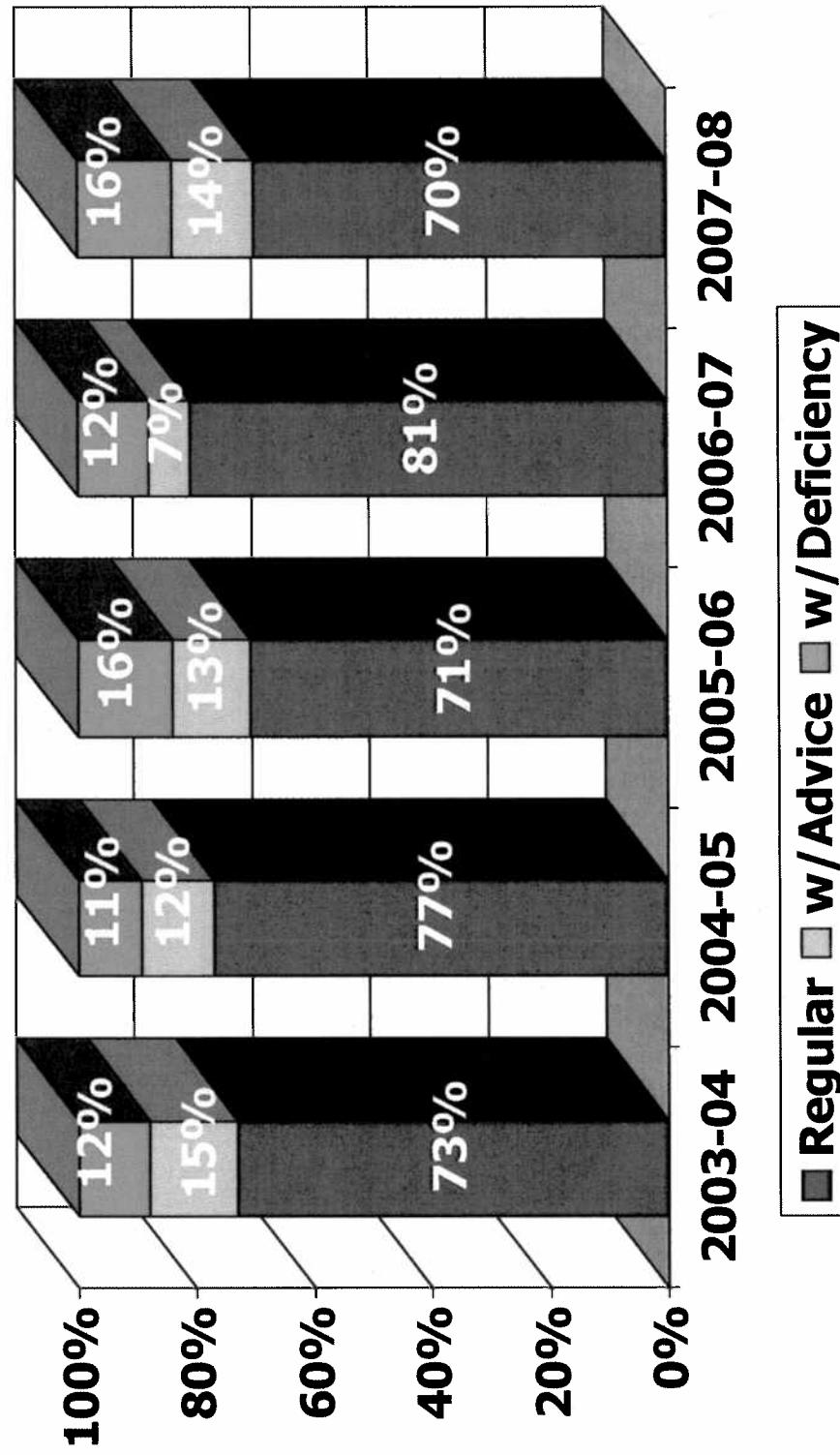
Montana Accreditation History

Elementary Schools



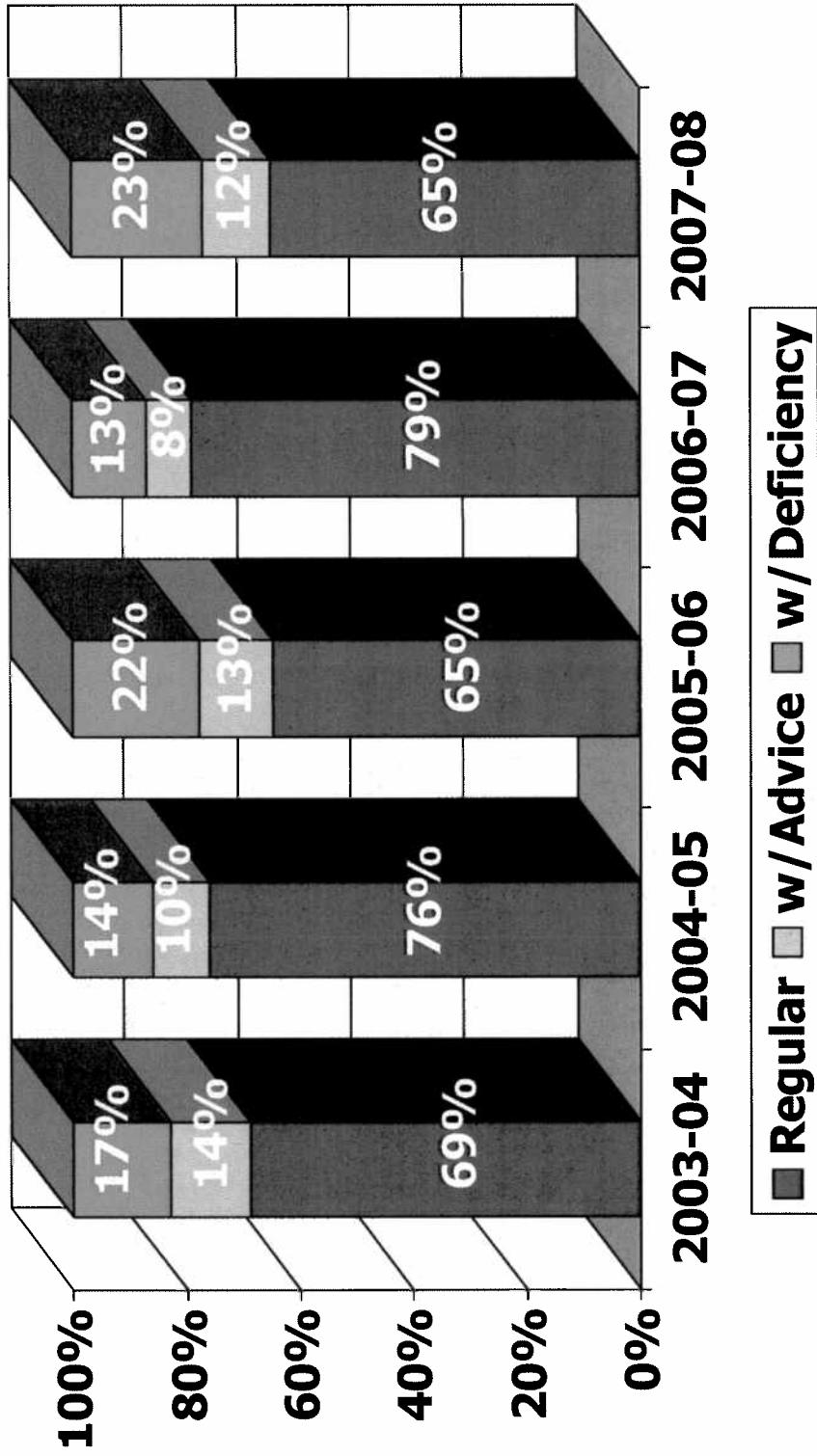
Montana Accreditation History

Middle Grade Schools



Montana Accreditation History

High Schools





Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
Toll Free: 1-888-231-9383, Local: 406-444-3085
www.opi.mt.gov

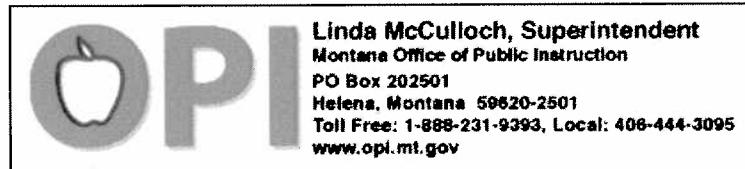
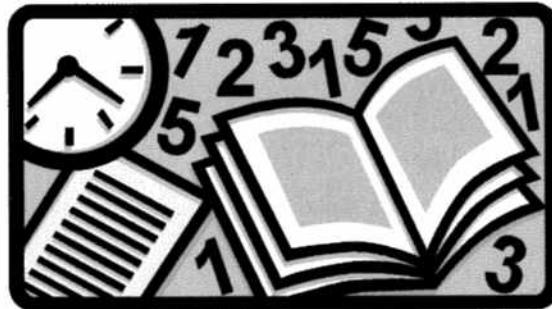
EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION:	Progress Report and Recommendations for Revised 2006-2007 Improvement Plans for Schools with Advice or Deficiency Accreditation Status
PRESENTER:	Al Mc Milin Educator Quality Program Specialist Office of Public Instruction
OVERVIEW:	This presentation provides to the Board of Public Education a progress report of the improvement plans to correct accreditation deviations that were disapproved at the January 2008 meeting.
REQUESTED DECISION(S):	Approve state superintendent's recommendations.
OUTLYING ISSUE(S):	None
RECOMMENDATION(S):	Action

SUMMARY OF IMPROVEMENT PLANS SUBMITTED BY SCHOOLS RECEIVING ADVICE OR DEFICIENCY STATUS

2007-08 – ON-SITE VISITS - UPDATE



ACCREDITATION RESPONSE OPTIONS FOR CONTINUING DEVIATIONS

I. All Accredited Schools with Continuing Deviations

- A. For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.**
- B. For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.**
- C. Schools with Continued Use of Non-Licensed Teachers**

II. First year using non-licensed teacher –Deficiency Status. A letter will be sent from the state superintendent's office emphasizing the serious consequences should the district continue to use non-licensed teachers(s).

III. Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

IV. On-site Reviews to Validate Self Reporting of Annual Data Collection

V. Random selection of schools

- A. Any school**
- B. Schools that have shown continued improvement**
- C. Schools that have maintained Regular Accreditation Status for five years**

VI. On-Site visits to schools

- A. Schools that have reported data which contains inaccurate or inconsistent information**
- B. School districts that have continuing deviations**

Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 - ON-SITE VISITS - UPDATE

Color Key: Black – General Deviation Comments Red – Significant and/or On-going Deviation Issues
Blue – OPI Comment/Recommendations (2004-2006) Green – OPI Comment/Recommendations (2007-08)

PONDERA COUNTY

Valier Public Schools

Valier School and Kingsbury: SY 2004-05 Advice Status

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.

2004-2005 Response: Superintendent is now endorsed.

OPI Review/Response – 2/03/06 – Plan accomplished.

Valier 7-8 and High School: SY 2003-04 Deficiency / 2004-05 Advice Status

2003-2004 Deviations:

10.55.707 Teacher does not have a valid Montana teaching certificate.

10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level certificate endorsed for English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level certificate endorsed for biology and physical education and health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2003-2004 Response: Teacher is now certified. Spanish teacher is in program to become endorsed in this area. Science teacher will be reassigned.

OPI Review/Response – 12/15/04 – Plan partially accomplished. The district will be notified that teachers working toward endorsements need to enroll in the endorsement internship program.

2004-2005 Deviations:

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.

10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level license endorsed for English. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level license endorsed for biology and physical education and health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Superintendent is now endorsed. Spanish teacher is completing her endorsement by summer 2006. Science teacher is no longer assigned to this position.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Superintendent is endorsed. Spanish teacher is not enrolled in an approved internship program. Science teacher is properly assigned.

Valier (All Schools): SY 2005-06 Deficiency Status

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

Valier 7-8, Valier High School

10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 7-8 with a secondary level license endorsed for English – 3rd yr.

2005-2006 Response: Counselor has a counseling degree and is working on getting her license – should be completed in the summer of 2007. Misassigned teacher working on her endorsement.

OPI Review/Response – 2/21/07 – Both issues remain. School remains in Deficiency Status.

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

2006-07 Response: Counselor is scheduled to complete her endorsement in spring of 2008. World language misassignment will be corrected for 2007-08 school year.

OPI Review/Recommendation – 12/07 – School remains in Deficiency Status. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

On-Site Visit: February 12, 2008

The district will have the non-licensed counselor apply for Class 5 License. The deviation will be corrected as a result. See attached letter.

OPI Review/Recommendation – 05/08 – Recommend approval of plan and advise the district that if the non-licensure deviation is not corrected by December 1, 2008, that in accordance with the guidelines outlined in the Accreditation Response Options for Continuing Deviations a recommendation will be made to have the school administrator and the chairperson of the board of trustees appear before the Board of Public Education.

VALLEY COUNTY

Frazer Public Schools

Frazer Schools (All schools): 2005-06 Deficiency Status

Frazer Elementary

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1st yr.

Frazer 7-8

10.55.707.1 Teacher does not have a valid Montana teaching license.

Frazer High School

10.55.707.1 Two teachers do not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach business in grade(s) 9-12 with a secondary level license endorsed for social studies broadfield – 1st yr.

2005-2006 Response: None received.

OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. **Misassigned teacher appropriately assigned.**

Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer High School: SY 2006-07 Advice Status

10.55.710 Teacher does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level.

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

On-Site Visit: April 14, 2008

The district has now submitted required plan for the 2007-2008 status determination. See attached.

OPI Review/Recommendation – 05/08 – Accept plan submitted. The current superintendent is retiring. It is recommended that the OPI meet with the new superintendent in August and review the district situation and any continuing deviations. In addition, advise the district that if any non-licensure deviations remain after December 1, 2008, that in accordance with the guidelines outlined in the Accreditation Response Options for Continuing Deviations a recommendation will be made to have the school administrator and the chairperson of the board of trustees appear before the Board of Public Education.

PRIVATE SCHOOLS

Bozeman - Mount Ellis Academy: SY 2004-05 Deficiency Status

10.55.707 Music teacher does not have a valid Montana teaching license.

10.55.708 Teacher is assigned to teach physics in grade 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Music teacher will complete her final course for the music endorsement by September 2005. Physics teacher is working toward either a physics or broadfield science endorsement.

OPI Review/Response – 2/03/06 – Plan not accomplished; music teacher is still not licensed. Physics teacher is not endorsed.

SY 2005-06 Deficiency Status

10.55.703.1(c) Teacher does not have an administrator's license endorsed for secondary principal.

10.55.707.1 Teacher does not have a valid Montana teaching license – 2nd yr.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish – 2nd yr. – 4th yr with program.

10.55.708.1 Teacher is assigned to teach automotive technology in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies and history – 1st yr.

10.55.714 Mount Ellis Academy does not provide the minimum of seven PIR days (42 hours). The school reported 38 hours of PIR.

2005-2006 Response: Administrator is licensed as of 2/8/06. Teacher who is not licensed is working on it – licensed teacher will fill in for the teacher during SY 2006-07. Misassigned teachers are working on their endorsements. Thought the PIR day requirement applied only to Title I schools – will correct for SY 2006-07.

OPI Review/Response – 2/19/07 – Plan not accomplished except for PIR day requirement. In addition to above non-licensed teacher school is using one other non-licensed teacher this year. School will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching licenses.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach automotive tech in grade(s) 12 with a secondary level license endorsed for social studies (broadfield) and history. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: One teacher was a reporting mistake. The other teacher is now fully certified. Physics and automotive teachers are working on their endorsements.

OPI Review/Recommendation – 12/07 – Non-licensed teacher deviations corrected. School needs to look at internship program for misassignments. Recommend disapproval of overall plan. OPI will need to visit school and review situation with the administration.

On Site Visit: February 27, 2008

The district has submitted a plan to address on-going deviations. See attached letter.

OPI Review/Recommendation – 05/08 – Recommend approval of plan and advise the district that if the non-licensure deviation is not corrected by December 1, 2008, that in accordance with the guidelines outlined in the Accreditation Response Options for Continuing Deviations a recommendation will be made to have the school administrator and the chairperson of the board of trustees appear before the Board of Public Education.

Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies – 1st yr.

2005-2006 Response: Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2nd yr.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.

On-Site Visit: April 21, 2008

The district has submitted a plan to address on-going deviations. See attached letter.

OPI Review/Recommendation – 05/08 – Recommend approval of plan and advise the district that if the non-licensure deviation is not corrected by December 1, 2008, that in accordance with the guidelines outlined in the Accreditation Response Options for Continuing Deviations a recommendation will be made to have the school administrator and the chairperson of the board of trustees appear before the Board of Public Education.

Valier Public Schools

Elementary 406-279-3314
High School 406-279-3613
Fax 406-279-3764
PO. Box 528
804 4th Street
Valier, MT 59486



John Dallum, Superintendent
Jackie Christiaens, K-8 Lead Teacher
Gail Hofstad, A.D.
Linda McCarthy, Clerk

March 4, 2008

RECEIVED

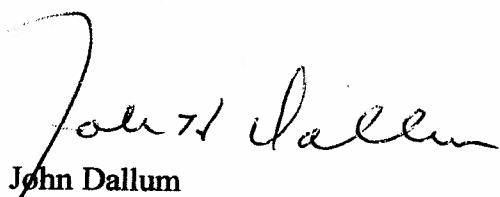
MAR 05 2008
SUPERINTENDENT
OF PUBLIC INSTRUCTION

To: Al McMilin
Education Quality Program
Office of Public Instruction
P.O. Box 202501
Helena, MT 59620

From: John Dallum – Supt. of Valier Schools

Mr. McMilin

Since your visit of February 12th our teacher Roni Habel has put together the following plan to receive a Class 5 Alternative Educator License. We will advise when the license is issued.


John Dallum

Cc: Jo Stone – Pondera County Superintendent



District 2 & 2B
325 6th Street
Fr. o, MT 59225

Frazer Schools

406-695-2241
406-695-2243 (fax)



Home of the Bearcubs

April 21, 2008

RECEIVED
APR 23 2008

APR 23 2008
SUPERINTENDENT
DEPARTMENT OF PUBLIC INSTRUCTION

Dear Al McMilin,

Thanks for stopping to visit on Monday. I submit the following information regarding your letter of March 17, 2008.

10.55.707.1 Debra Lynn Wright has a valid Montana teaching license folio#71261.

10.55.904.2 We do offer two units of World Language. Assiniboine and Spanish. We use Vision Net out of Scobey for Spanish and Roger White teaches Assiniboine during his Native American Studies Classes.

We have a plan for addressing all of our other issues.

1. We advertise vacancies early. We currently have the following listed with O.P.I. K-12, Special Education, Guidance Counselor and Native American Studies. 7-12 Industrial Art, Family Consumer Science, Business, Science, English. We have at least two elementary vacancies which are listed. Some of these have been advertised for 6 weeks or more.
2. Our salary schedule is very competitive. We offer a signing bonus. We have nearly free teacher housing. Our facility is newly remodeled with a large addition.
3. We prioritize our candidates as OPI guidelines suggest. I then apply a Mavencamp bias.

Historically incompetent and certified will not trump noncertified, compassionate, and committed. The most difficult decision is often whether to leave a position vacant or fill it with someone, certified or not certified, who has little promise of survival.

This philosophy of recruiting and hiring creates problems as noted in your letter. 10.55.708.1 7-8 and 9-12, Paul N. Staufiger. Paul is a pilot, certified Greyhound bus driver, a registered nurse, strong family man and is secondary endorsed for History. He is a young 50+ and views this as a Peace Corps assignment. He cares about our students, Science, Social Studies and good health habits. He serves as our athletic trainer when he chauffeurs our teams to our away games. We would take a dozen just like him.

District 2 & 2B
325 6th Street
Frazer, MT 59225

Frazer Schools

406-695-2241
406-695-2243 (fax)



Home of the Bearcubs

Frazer has tried to make lemonade out of the "Dance of the certified Lemons" with tragic results.

I suspect over situation is not unique and wish I had a blueprint to share as a solution.

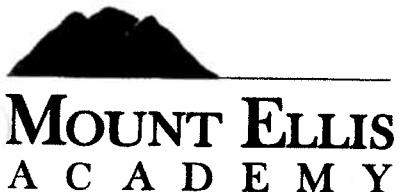
Sincerely,



Lynn H. Mavencamp

Distinct 2 & 2B

Frazer School



Al Mc Milin
OPI
P.O. Box 202501
Helena, MT 59620-2501

March 3, 2008

Dear Mr. Mc Milin,

I appreciated you taking the time to visit with me about our school's accreditation deficiencies. Following is our plan for rectifying these problems in the most expedient manner possible.

Physics has been taught by an inappropriately endorsed teacher for 5 years.

The current teacher, James Stuart, is on track to complete his broad field Science endorsement by the summer of 2009. Following are the courses he has yet to complete. He will take them at MSU Bozeman during the following terms.

Summer, 2008	GEOG 580 - Dinosaur Paleontology...
Fall, 2008	ESCI 580 - Geology of Glacier National Park
Spring, 2009	ESCI 111 - Physical Geology
Summer, 2009*	EDSD 466 - Methods of Teaching Secondary Science

*MSU is still evaluating whether James will need to take this course for his broadfield science endorsement.

The Auto-mechanics class has been taught for the 3 years by a teacher who is inappropriately endorsed.

This will not be a deviation in 2008-2009. The course will either be taught by an appropriately endorsed teacher or will not be offered.

Reporting Error: Three music classes were reported as being taught by Patti Larios in 2007-2008. She, in fact, provided supervision for Leisel Rogers who is not currently certificated.

This will not be a deviation in 2008-2009. This Summer, Leisel will take the following courses at Walla Walla University:

EDUC 365 Instructional Methodology
EDUC 367 Instructional Methodology Practicum
EDUC 495 Colloquium: Child Abuse

Upon completion of these courses, she will receive a Washington State Teaching License with a music endorsement. Of course this will be immediately submitted to Montana OPI in application for a Montana license.

As you can see, the only repeat deficiency will be in the physics class. This deficiency will not continue past next school year.

One final note: I am currently serving as principal on a 3-year provisional endorsement for high school principal. I am nearing the completion of the standard endorsement but will be one class short when my current endorsement expires in August. That course will be completed at the end of fall semester in December. I know that there is a certain amount of time given to remediate deficiencies during the school year. If the endorsement is completed in that time frame will there be a deficiency in the final determination?

Thank you for your attention to these matters. Please let me know if you have any further questions.

Sincerely,



Darren Wilkins, Principal



Lustre Christian High School

HC 66 - Box 57 • Lustre, MT 59225

406-392-5735

Fax: 406-392-5765

lustrechristian.org

April 21, 2008

Mr. Al McMilin
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Dear Mr. McMilin:

Thanks for taking the time to visit our school and give us some assistance with our accreditation problems. We appreciate your willingness to come and get to know our school a little bit, which enables you to better understand our unique situation.

We do apologize for the deficiencies as stated in your final determinations. Our school is working hard to take steps to rectify these certification problems. As we discussed during your visit, however, we do run into more than moderate difficulty finding highly qualified teacher candidates willing to relocate to our rural area. The following is our plan to correct our accreditation status.

- Music has been one of our biggest problems in finding already certified applicants. It did work with Mrs. Mindy (Backus) Olfert for her to take part in the Northern Plains Transition to Teaching program. The plan with Miss Carrie Downs is similar. Miss Downs is planning on taking two 3-credit classes in professional educator preparation coursework this summer at Illinois State University in order to meet the requirements for a class 5 alternative license endorsed in Music K-12 by next fall. Miss Downs has informed us that the two courses will be taken from the following. If you see two of them to be more important than the others, please let us know as soon as possible so that we may inform Miss Downs.
 - C&I 423 Development Issues in Early Adolescent Education
 - EAF 548 Advanced Seminar on the Legal Bases of Education
 - EAF 228 Social Foundations of Education
 - EAF 235 Historical Foundations of Education
 - C&I 233 Middle Level Education and Young Adolescents

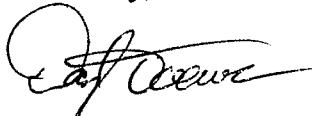
Miss Downs also plans on completing her regular certification through application to the NPTT program and finishing that within the next 3 years. As board chairman and ultimately overseeing the administration of the school, I also plan on more closely

monitoring the certification status of the new staff that we hire in order to avoid problems in the future with these things not being followed through.

- For the biology misassignment, Richard Davis has retired, so we are actively pursuing and hiring a science teacher that has a broadfield endorsement. We have listed our position not only on the OPI website, but with numerous other universities, colleges, and job search organizations.
- As for the Physical Education and Health, Lisa Neufeld will no longer be teaching this as she will be teaching our math classes. Heidi Yost will be beginning this summer in a program with MSU-Billings to get her endorsement in PE/Health.

As per our discussion during your visit, I am also including our enrollment as of today by grade level. Seniors – 11, Juniors – 7, Sophomores – 9, and Freshmen – 5. Again, thank you for your assistance in helping us with these accreditation matters.

Sincerely,



Daryl Toews
LCHS Board Chairman

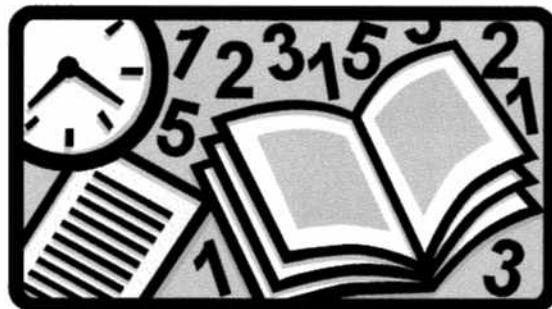
EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION:	Progress Report and Recommendations on On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations
PRESENTER:	Al Mc Milin Educator Quality Program Specialist Office of Public Instruction
OVERVIEW:	This presentation provides to the Board of Public Education a progress report and partial recommendations regarding on-site Accreditation visits for schools with continuing serious accreditation deviations.
REQUESTED DECISION(S):	Approve state superintendent's recommendations
OUTLYING ISSUE(S):	The state superintendent of public instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently and with intention toward continuous education improvement? The state superintendent follows the process approved by the BPE to address ongoing accreditation deviations. See the attached, "Accreditation Response Options for Continuing Deviations."
RECOMMENDATION(S):	Action

SUMMARY OF IMPROVEMENT PLANS SUBMITTED BY SCHOOLS RECEIVING ADVICE OR DEFICIENCY STATUS

2007-08 - MAY - UPDATE



Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 MAY UPDATE

Color Key: Black – General Deviation Comments Red – Significant and/or On-going Deviation Issues
Blue – OPI Comment/Recommendations (2004-2006) Green – OPI Comment/Recommendations (2007-08)

FERGUS COUNTY

Grass Range 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. Art is not offered $\frac{1}{2}$ unit each year in grades seven and eight. 1st yr.

2006-07 Response: Staffing and recruitment in this area remains difficult. The district would like to add computer-generated art.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Revised Response: The district will advertise for a qualified individual to teach the Visual Art for $\frac{1}{2}$ Unit to grades seven and eight for the 2008-2009 school year.

OPI Review/Recommendation – 5/08 - Recommend Approval

Lewistown Public Schools

Garfield School: SY 2006-07 Advice

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 184 students. Third occurrence.

Highland Park School SY 2006-07 Advice

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 308 students. Third occurrence.

Lewis & Clark School: SY 2006-07 Advice

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 198 students. 3rd yr.

Lewistown 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 228 students. 3rd yr.

2006-07 Response: The district plans to hire additional librarians when funding becomes available, hopefully in the "very near future."

OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.

Revised Response: The district will add the needed 1.0 FTE Librarian for the 2009-2010 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-2009 school year.

OPI Review/Recommendation – 5/08 - Recommend Approval

FLATHEAD COUNTY

Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.

10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.

10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31 students. Second occurrence.

2004-2005 Response: Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.

2005-2006 Response: Bigfork School - no Response was forthcoming.

OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5th yr.

2005-2006 Response: Bigfork 7-8 – FCS teacher not endorsed and is not working towards endorsement. Health teacher is not endorsed and is not working towards endorsement.

OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.

Bigfork School: SY 2006-07 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 365 students. 5th yr.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). One Grade 2 class exceeds 20 students by two (2).

2006-07 Response: None – second year without plan.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – District is now only .1 FTE short in librarian FTE. Plan pending - continue to monitor and report back at March BPE meeting.

Bigfork 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for a acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 – OPI continues to work with the district to develop an acceptable plan. Meeting was held in Bigfork with the administration on 3/31/08. Plan is 90% complete. Will continue process and report back at July BPE meeting.

Whitefish Public Schools

Whitefish - LA Muldown: SY 2004-05 Advice Status

10.55.705 LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 615.) Second occurrence.

10.55.710 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.5 FTE for 615 students.

2004-2005 Response: Will have two full-time principals for the 2006-07 school year, after completed construction of facilities. Additional counseling will be hired for the 2006-07 school year to fulfill the need.

OPI Review/Response – 2/03/06 – Plan not acceptable. Recommend disapproval of plan.

2005-2006 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – Principal and librarian FTE deviations continue. No plan to correct apparent.

Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

2004-2005 Response: Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient. District will assign existing full-time librarian to Central 7-8 School.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.

2005-06 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6th yr.

LA Muldown School: SY 2006-07 Deficiency

10.55.705.1(c) LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 610.) 4th yr.

10.55.710.2 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. 3rd yr. The school currently needs 1.525 FTE for 610 students.

Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50% complete. Will continue process and report back at July BPE meeting.

LEWIS and CLARK

Helena Public Schools

Broadwater School: SY 2006-07 Advice Status

10.55.709.1(a) Broadwater School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Broadwater School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .668 FTE for 267 students. 1st yr.

2006-07 Response: Librarian FTE now in place. Recommend disapproval of counseling plan.

Bryant School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) K-5 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher.

This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Bryant School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade 2 exceeds 20 students by one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor as funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Central School: SY 2006-07 Advice Status

10.55.709.1(a) Central School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.

10.55.710.1 Central School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Central School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .645 FTE for 258 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Librarian FTE now in place. Recommend disapproval of counseling plan.

Four Georgians: SY 2006-07 Advice Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 3rd yr.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Four Georgians School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.288 FTE for 515 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Grade one exceeds 20 students by one (1). Grade two exceeds 20 students by three (3) and one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Hawthorne School: SY 2005-06 Advice Status

10.55.712.1 K class load exceeds maximum enrollment - no paraprofessional support provided – 3rd yr.

2005-2006 Response: Additional sections of kindergarten have been added district-wide.

OPI Review/Response – 2/21/07 – No overloads – plan accomplished

Hawthorn School: SY 2006-07 Advice Status

10.55.710.1 Hawthorn School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Hawthorn School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Jefferson School: SY 2006-07 Advice Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jefferson School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .580 FTE for 232 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Jim Darcy School: SY 2006-07 Advice Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jim Darcy School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .658 FTE for 263 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Two grade one classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Kessler School: SY 2006-07 Advice Status

10.55.710.1 Kessler School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Kessler School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .533 FTE for 213 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Two grade 1 classes exceed 20 students by one (1). 2nd yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Rossiter School: SY 2006-07 Advice Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Rossiter School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.128 FTE for 451 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one (1). Two grade 2 classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Smith School: SY 2006-07 Advice Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Smith School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .733 FTE for 293 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Warren School: SY 2006-07 Advice Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Warren School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .655 FTE for 262 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade PK exceeds 20 students by one (1). 3rd yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Helena Middle School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment – 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Helena Middle School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Five health/physical education classes are overloaded. 4th yr.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Capitol High School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment. 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Capital High School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One Honors Pre-Calc class has 31 students. 4th yr.

2006-07 Response: Additional sections will be added.

OPI Review/Recommendation – 12/07 –Deviation corrected.

Helena High School: SY 2004-05 Advice Status

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

2004-2005 Response: Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.

Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4th yr. Twenty-six classes are overloaded.

2005-2006 Response: Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

OPI Review/Response – 2/21/07 – Plan accomplished

Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1st yr.

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.

OPI Review/Recommendations – 05/08 – Awaiting plan update. Met with superintendent and district administrative team on 02/09. The district is planning to pursue an alternative standard for the elementary guidance deviations. Administrator at high school still not endorsed. Will continue process and report back at July BPE meeting.

LINCOLN COUNTY

Troy Public Schools

Troy 7-8: SY 2005-06 Advice Status

10.55.708.1 Two English teachers misassigned as they are secondary endorsed in other subject areas -1st yr.

10.55.713.2 One Montana History class exceeds class size limits by 2 – 1st yr.

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight.

2005-2006 Response: One teacher is taking courses to become endorsed. The other teacher was miscoded. World language was not offered due to resignation and lack of candidates applying. Will use distance learning beginning SY 2006-07.

OPI Review/Response – 2/19/07 - Both teachers still misassigned. World language still not offered. School will move to Deficiency Status.

Troy 7-8: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Physical Education and Health (K-12) and Special Education (P-12). This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 2nd yr.

2006-07 Response: None

OPI Review/Recommendation – 12/07 – One English teacher misassignment corrected and world language is now offered at 7-8 level. One English teacher remains misassigned.

Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1st yr.

10.55.713.2 3 classes are overloaded. Second occurrence.

2005-06 Response: District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2nd yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem -- two PE classes with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.

Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3rd yr.

2006-07 Response: Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.

Revised Response: The district is reorganizing the industrial arts program to match endorsements of teacher. At the 7/8 level staff is being reassigned to alleviate deviation.

OPI Review/Recommendation – 5/08 - Recommend Approval

PHILLIPS COUNTY

Dodson School: SY 2004-05 Advice Status

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Deviations continue to be a problem.

Dodson 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

10.55.708 Teacher is assigned to teach math in grade(s) 7-8 with a secondary level license endorsed for K-12 physical education and health. This is the second year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

10.55.708 Teacher is assigned to teach biology and general science in grade(s) 9-12 with a secondary level license endorsed for earth science and broadfield social studies. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Math teacher no longer misassigned. Science teacher no longer misassigned. Deviations continue to be a problem.

Dodson School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished

Dodson 7-8 School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.902.4 Basic instructional program is not met. Music and world language are not offered $\frac{1}{2}$ unit each year in grades seven and eight.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson 7-8 School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for music and world language teachers. All reports will be submitted in timely manner.

OPI Review/Response: Plan partially accomplished; school continues to show basic instructional program is not being met – no Social Studies, Vocational/Technical, Music, Health/PE or World language is being offered. School will stay in Deficiency Status.

Dodson 7-8 School: SY 2006-07 Deficiency

10.55.709.1 Dodson 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.

10.55.902.4 Basic instructional program is not met. Music, World Language, and Vocational Education are not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: A vocational offering was offered. District is still not able to hire a music teacher or schedule a world language course over ITV. Librarian FTE will be assigned to 7-8 beginning with 2007-08 school year.

OPI Review/Recommendation – 12/07 – Librarian assignment made and a fine arts class has been added in place of music. World language is still not offered.

Dodson High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. Two years of World language not being offered.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson High School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for world language teacher. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished – no deviations

OPI Review/Recommendation – 12/07 – Business teacher still misassigned. Second teacher no longer teaching English. Recommend disapproval of plan. Need to find out how soon the one course will be offered and/or other options.

Revised Response: District plans to offer world language for 7/8 utilizing ITV system beginning in 2008-2009 school year. HS teacher no longer misassigned.

OPI Review/Recommendation – 5/08 - Recommend Approval

PRAIRIE COUNTY

Terry K-12 Schools

Terry 7-8: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach history and geography with secondary certificate endorsed for Family/Consumer Science -3rd Year

2005-2006 Response: Teacher will no longer be assigned for those classes.

OPI Review/Response – 2/15/07 – Plan accomplished.

Terry 7-8: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is no longer employed with district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Terry High School: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach current events in grade(s) 9-12 with a secondary level license endorsed for history and physical education & health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher is no longer employed with district. Misassigned teacher is working on his endorsement in Geography.

OPI Review/Recommendation – 12/07 – Non-licensed teacher is gone. Recommend plan for misassigned teacher be disapproved and district encouraged to get the teacher in to an internship program.

Revised Response: The district will arrange for teacher to enter internship program.

OPI Review/Recommendation – 5/08 - Recommend Approval

SWEETGRASS COUNTY

Big Timber School: SY 2006-07 Advice Status

10.55.710.2 Big Timber School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .72 FTE for 291 students. 2nd yr.

2006-07 Response: Increase current counselor FTE and count school psychologist to address deficiency.

OPI Review/Recommendation – 12/07 – Recommend disapproval.

Revised Response: Counseling FTE is now properly assigned.

OPI Review/Recommendation – 5/08 - Recommend Approval

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESENTATION: Alternative Standard Requests - Recommendations

PRESENTER:
Al Mc Milin
Educator Quality Program Specialist
Office of Public Instruction

OVERVIEW: This presentation provides 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 Linda McCulloch. The report is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action



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)

Linda McCulloch
Superintendent

April 24, 2008

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

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: ARM 10.55.709 – Library Media Services; and ARM 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.
- The 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 include 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 include 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. Five-year Renewal Alternative Standard Applications

The following **2** five-year renewal alternative standard applications representing **2** districts and **2** schools have been reviewed and evaluated in accordance with ARM 10.55.604, including an on-site visit when practical and appropriate.

Lincoln County

Fortine Elementary

K-8

Current Enrollment: 60

Fortine School is located 40 miles north of Whitefish on Highway 93.

"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

1. Up until two years ago, Fortine had contracted for services with a licensed and endorsed school counselor. That continues to be the preference of the board and the district is conducting an ongoing search to again secure such services.
2. In the interim they are applying for an alternative standard. The district utilizes the school psychologist that serves the district for special education services to provide intervention counseling. The psychologist is licensed and endorsed as a school counselor. A letter attesting to this arrangement was submitted with the application.
3. The school's counseling program addresses the Montana School Counseling Program areas through a variety of stand alone programs such as *Second Step* and *Feelings Like Yours* in the K-5 grades. In the 6-8 grades the district works with the *Meeks-Heit* program which is a developmental health program. The district also works with the Flathead Valley Community College in exploring careers and career paths. Students in these grades put together a career portfolio as a capstone project.
4. The school is developing a set of surveys for students, staff, and the community to secure measurable data on the success of the alternative.
5. To date, the school's administrator has received no concerns about the alternative approach from parents or board. However, he did note that the staff "misses" the services provided by having a regular counselor assigned to the school.
6. The principal was unaware of the MSSA program which could provide some direct training for staff in this area. He was going to look in to that option.

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

Teton County

Greefield Elementary K-8 Current Enrollment: 48

Greenfield School is located 4 miles northeast of Fairfield on Highway 431.

Standard: 10.55.710 – School Counseling Services

1. The administrative intern/teacher at the school is also working on his counseling endorsement which he should complete within a year.
2. In the interim the school participates fully in the MSSA program.
3. Intervention services are provided by the Big Sky Special Education Cooperative out of Conrad. A letter of agreement on these services is pending.
4. Greenfield has a well-developed counseling curriculum. Scope and sequence was reviewed. Developmentally appropriate skills and competencies were outlined for all grades in the Montana School Counseling program areas. In addition, a listing of materials used in the program was provided.
5. Appropriate assessments are used to evaluate the program.
6. The Teton County superintendent went along on the visit. She had seen no issues or concerns with the program. The administrator had heard of no concerns or issues with the program either at the school level or at the board level.

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

EXECUTIVE SUMMARY

DATE: MAY 2008

PRESNTATION: K-12 Schools Payment Schedule for Fiscal Year 2008-2009

PRESENTER:
NANCY COOPERSMITH
Assistant Superintendent
Office of Public Instruction

OVERVIEW: As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25th of each month, with adjustment for weekends and holidays. It has been reviewed by the Board of Investments.

REQUESTED DECISION(S): Approval of dates

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approval



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

PROPOSED PAYMENT SCHEDULE FISCAL YEAR 2008-09

The following distribution dates for fiscal year 2008-08 BASE aid payments to K-12 schools are *proposed* for Board approval. Other payment types will be included as noted.

2008	August 25	DSA-QEC- ARC-IEA-SAG- SPED- TECHF
	September 25	DSA-QEC- ARC-IEA-SAG- SPED
	October 24	DSA-QEC- ARC-IEA-SAG- SPED
	November 21	GTB/SBG
	December 19	DSA-QEC- ARC-IEA-SAG- SPED
2009	January 23	DSA-QEC- ARC-IEA-SAG- SPED
	February 25	DSA-QEC- ARC-IEA-SAG- SPED
	March 25	DSA-QEC- ARC-IEA-SAG- SPED
	April 24	DSA-QEC- ARC-IEA-SAG- SPED
	May 22	GTB/FAC REIM/SBG
	June 25	DSA-QEC- ARC-IEA-SAG- SPED

DSA -	Direct State Aid (Basic and Per-ANB Entitlements)
QEC -	Quality Educator Component Payment
ARC -	At Risk Student Component Payment
IEA -	Indian Education for All
SAG -	American Indian Student Achievement
SPED -	State Special Education Entitlements
TUIGF -	Tuition General Fund
TUITR -	Tuition Transportation
FAC REIM -	Facility Reimbursements
GTB -	Guaranteed Tax Base Aid
TECHF -	Technology Acquisition Grants (funded by income produced from the annual timber harvest on common school trust lands)
SBG -	State Block Grant
TRAN -	Transportation Regular Payments

Transportation Regular Payments (TRAN) are projected to be paid with the March 25th and June 25th payments.

Tuition (TUIGF; TUITR) are projected to be paid monthly as submitted by districts.



MONTANA
QUALITY EDUCATION
COALITION



Initial Discussion Draft

A Roadmap for Restoring
Our Shared Commitment to the
Children Served in our Public Schools

March 20, 2008

Introduction

The mission of the Montana Quality Education Coalition (MQEC) is “to secure and maintain adequate school funding necessary to provide quality education for all Montana children as guaranteed by Article X of the Constitution of the State of Montana.” The Montana Quality Education Coalition (MQEC) has demonstrated a commitment to working with policy makers, the education community and the public to pass legislation that helps the legislature meet its constitutional promise to provide a system of quality public schools in every Montana Community.

In pursuit of its mission and the focus specified above, MQEC convened a group of educators and state association representatives from throughout the state of Montana over the last several months to assess the unmet needs of children served in our public schools and to design funding proposals to address and overcome the challenges facing our K-12 public schools in Montana.

The background and recommendations below reflect the discussions we have had to date on remaining gaps in the system that challenge schools’ abilities to provide meaningful opportunities to all children within the context of the definition of the basic system of free quality schools in Montana law (20-9-309, MCA). These recommendations are now provided to you for your feedback, with an intent by the MQEC Board to refine the recommendations once we have reviewed feedback from our members and other stakeholders. What you will read in the following pages is a work in progress and we will be continuing our work in ensuring that the proposals below are designed to specifically address remaining challenges facing our public schools in Montana.

Members of the MQEC Remedy Committee:

1. Bruce Messinger, Superintendent, Helena School District
2. Dave Shreeve, Superintendent, Forsyth School District
3. Mike Nicosia, Superintendent, Columbia Falls School District
4. Jule Walker, Superintendent, Plevna School District
5. Matt Schriver, Superintendent, Fairview School District
6. Jack Copps, Superintendent, Billings School District
7. Steve Johnson, Business Manager, Bozeman School District
8. Cal Moore, Superintendent, White Sulphur Springs
9. Joel Voytoski, Superintendent, Evergreen School District
10. Tom Bilodeau, Director of Research & Bargaining, MEA-MFT
11. Linda Brannon, Executive Director, Montana Association of School Business Officials (MASBO)
12. Lance Melton, Executive Director, Montana School Boards Association (MTSBA)

A statement of the Challenges Facing our K-12 Public Schools in Montana

The state of Montana has long struggled to provide the programs and services needed by the state’s school-aged children as guaranteed by the Montana Constitution. Since the adoption of our current Constitution in 1972, state funding of K-12 public education has been subject to a repeated cycle of ups and downs, short term relief provided to address long term problems, and a continual decline of the state’s role and involvement in funding our public schools. The lack of a long term sustainable

funding system for Montana's public schools has taken its toll on everyone, but particularly on multiple generations of our children. Local property taxpayers, whose support has been the one constant in a multi-decade rollercoaster ride of funding, have seen their taxes skyrocket as the state has stepped toward then away from its responsibilities again and again. The period of time between 1991 and 2005 was particularly disastrous, with the state falling \$105.3 million behind inflation in its funding of school district general fund budgets, with the state's share of general fund budgets dropping from 72% to 60%, and with the state's share of special education costs dropping from 78% to 36%. In spite of a recent, welcome three year period of progress, the state's declining role in funding our public schools is back off the tracks in 2009 and will continue to slide unless we find a way to create a sustainable long term funding system for our K-12 public schools.

Montana's public schools provide the most comprehensive public service in our state. In each community, our public schools help parents in preparing nothing less than the future of Montana. The stakes are large. Equipped with an effective elementary and secondary education, the possibilities for a new graduate of one of our high schools are virtually endless and include a number of potential pathways to success. Correspondingly, without the benefit of a public education worthy of the Constitutional guarantees in Article X of the Montana Constitution, the future is limited and constrained by an increased likelihood of specific detours to failure, represented primarily by an increased reliance on public assistance programs and even incarceration for those whose needs are unmet by our current system.

Challenges That Cannot Be Solved Without Additional Investments in K-12 Public Education

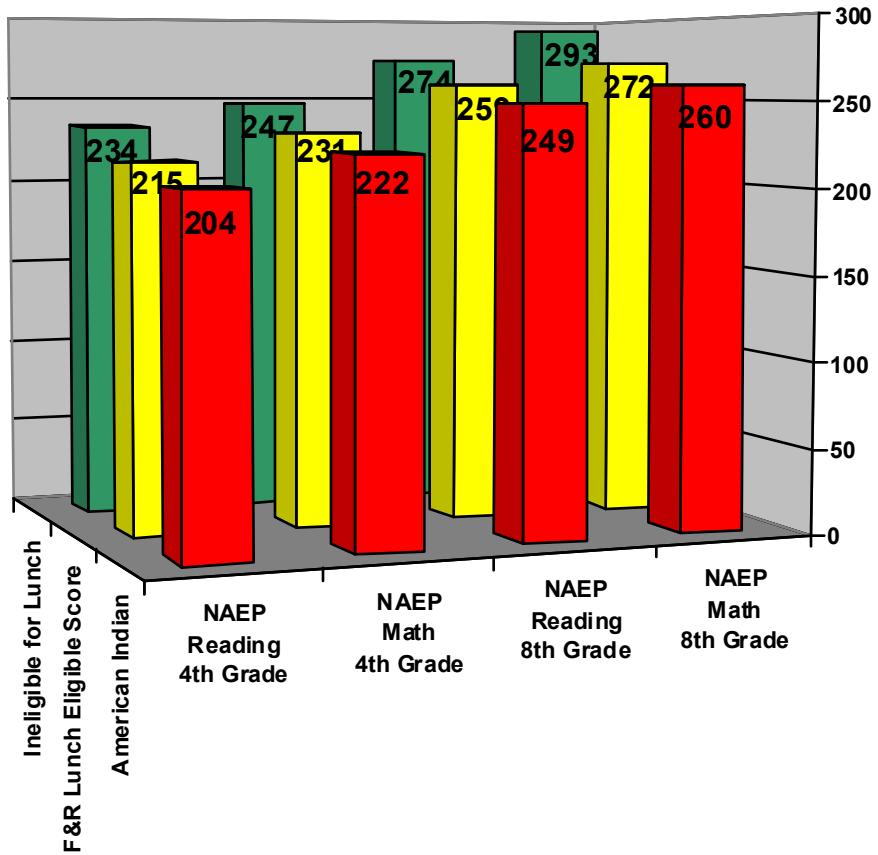
There are a number of critical challenges facing K-12 public education in Montana that cannot be solved without additional investments in K-12 public education. The most crucial of those challenges are as follows:

The Impact of Inadequate State Funding on Children Living in Poverty

In the midst of the natural beauty, expanse and opportunities available to the people of Montana hides a particularly bleak reality for the approximate 50,824 children (35.2% of the 144,418 children enrolled in our public schools) living in poverty. This number is larger than the populations of all but our largest three cities (Billings, Missoula and Great Falls). Because these children are spread throughout the 145,000 square mile expanse of Montana (6 people per square mile), we sometimes forget the statewide impact of poverty on opportunities for our children.

In Montana, children living in poverty are at a significant disadvantage in relation to their counterparts who are not living in poverty. On average, children living in poverty score lower on standardized achievement tests, graduate at lower levels, drop out at higher levels, have fewer opportunities for out-of-school experiences that enhance their education, are more likely to come from homes where parents have a negative feeling about school, and are more likely to come from a home where a parent has been incarcerated, leading to feelings of embarrassment, and inadequacy. Where poverty is concentrated, as it is on most of the American Indian Reservations within Montana, the picture is even bleaker. The following chart identifies the significant disparity in test scores on the 2007 National Assessment of Education Progress between children who are ineligible for free or reduced lunch compared to those who are eligible for free or reduced lunch and American Indian children.

NAEP Achievement Gaps - 2007

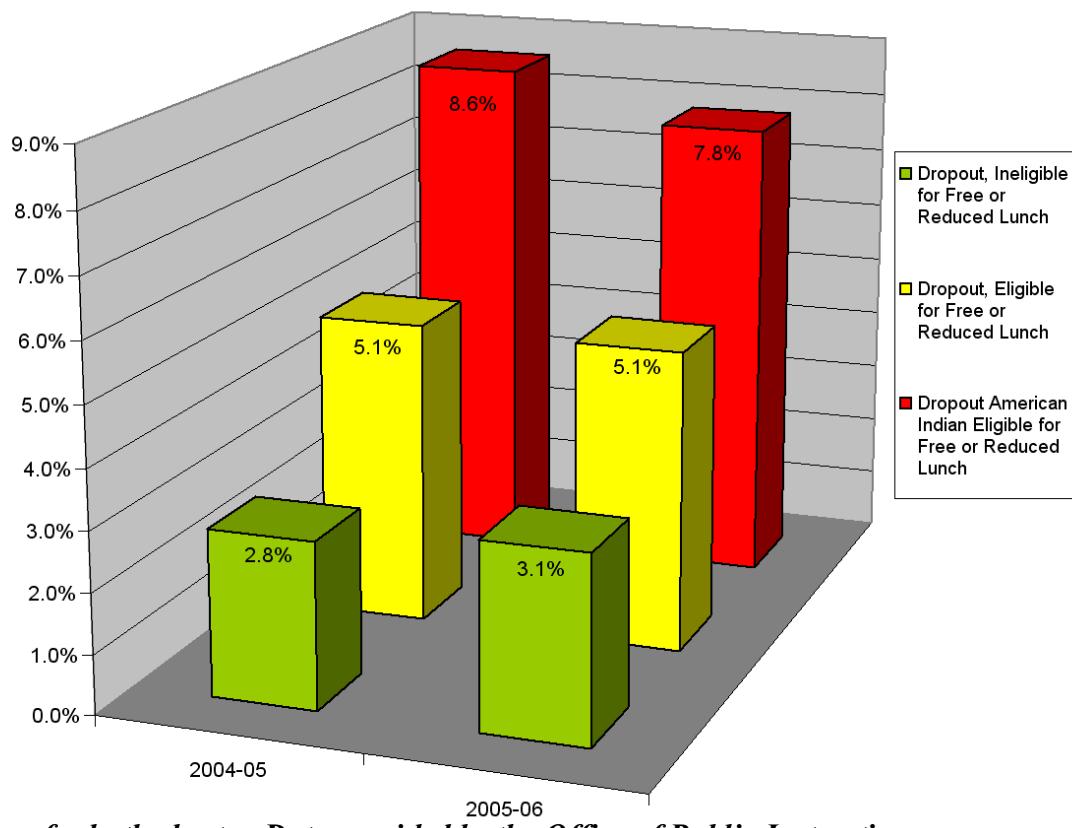


Source: National Center for Education Statistics, the Nation's Report Card, 2007

These achievement gaps are both a reflection of the past and a predictor of the future. Children who are eligible for free or reduced lunch are less likely to read at grade level by the third grade. This puts these children at a disadvantage through the remainder of their K-12 schooling, because the skill of reading is a prerequisite of effective learning from the third grade on. The failure to read at grade level starts to show in achievement gaps on standardized tests in the fourth grade, and is perpetuated forward at the 8th grade and beyond. By the time these children get to high school, the failure to address the negative consequences of poverty shows up in dropout rates, with children in poverty dropping out at between 64% and 84% more often than their counterparts who are not living in poverty. Although four year trend data on graduation rates will not be available until after the present school fiscal year (FY08), the current trends suggest that graduation rates for children eligible for free or reduced lunch will be substantially lower than those of children from families who are ineligible for free or reduced lunch. In addition, what we already know about the disparity in graduation rates between American Indian children and the rest of the state's school aged children suggests an undeniable link between poverty and graduation rates.

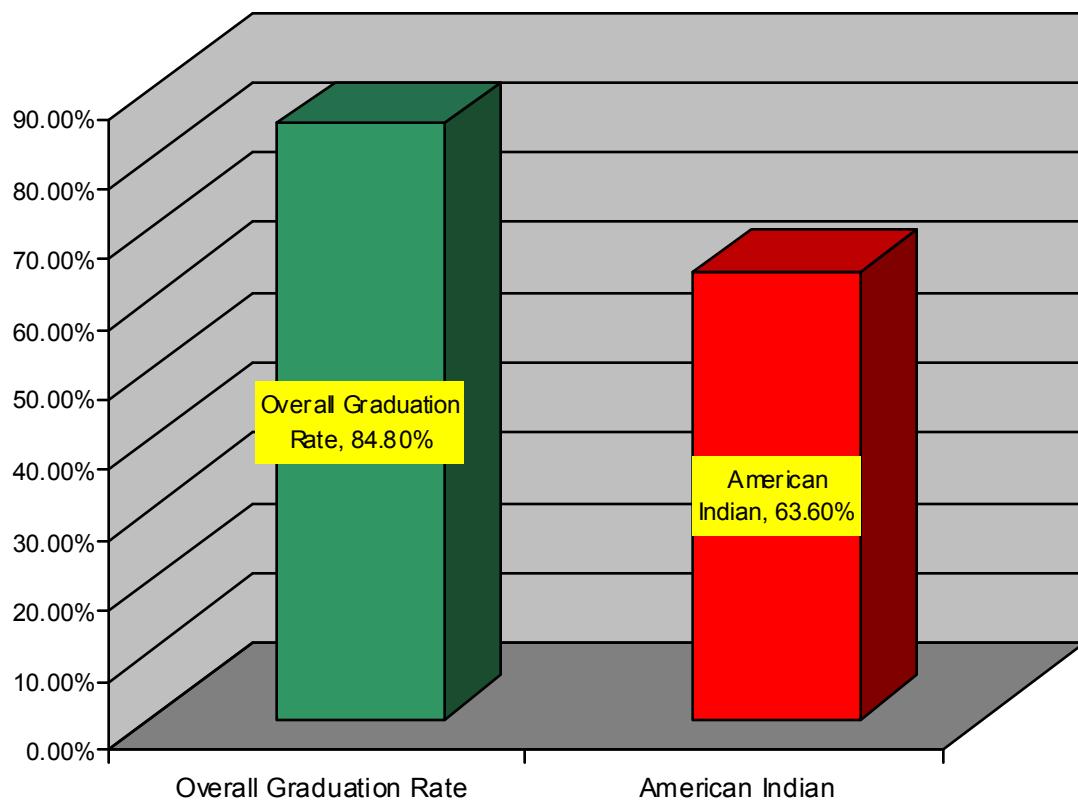
See Charts on Following Page

Annual High School Dropout Rates by Poverty Level



Source for both charts: Data provided by the Office of Public Instruction

Montana Graduation Rates - 2005



It is not right that the future of a child in Montana public schools is predetermined by the level of poverty in which the child lives. We can and must do better if we are to honor the constitutional commitment to fully develop the potential of all children in our public schools. The good news is that there is research that suggests that certain strategies work in narrowing and in some cases even eliminating achievement gaps. Examples of proven strategies include:

1. Investments in early childhood education (e.g. preschool for at risk, fulltime kindergarten, low class sizes in grades 1-3, reading intervention programs, etc.). One longitudinal study of the benefits of preschool (the High/Scope Perry Pre-school study) followed 123 children who were randomly divided into a program group and a control group. Information was collected annually from ages 3 to 11, at ages 14-15, at age 19, and at age 27. It includes IQ-scores, school performance, employment and earnings, home ownership, criminal behavior, dependency on welfare programs, and other aspects of well-being and social behavior. The findings of the study included higher scores on literacy tests at age 19, higher monthly earnings at age 27 (of pre-school participants as compared to the control group), higher percentage of home ownership, higher level of schooling completed, lower percentage receiving social services, fewer arrests, and fewer out of wedlock births.
2. Extended day and extended year learning programs, which help replicate some of the out of school enrichment that children who are not living in poverty enjoy during non-school hours. These programs can help ensure that the gains experienced over the academic year do not evaporate during break periods and during the summer months.
3. Quality Educators. According to one study in Texas undertaken by Eric Hanushek and John Kain, having an above average teacher for five consecutive years can completely close the achievement gap between children living in poverty and those not. In order to consistently recruit and retain such teachers, we must be able to provide competitive salaries and benefits to Montana educators.

The achievement gap in Montana is based on poverty. We cannot continue to proceed as though poverty does not substantially limit opportunities for 35.2% of our student population. Simply satisfying ourselves with reaching 2 out of 3 students is not good enough. We must do better. It is the right thing to do, ethically, legally, even economically.

The Impact of Earmarks and Inadequate State Funding on Schools' Ability to Meet Accreditation Standards

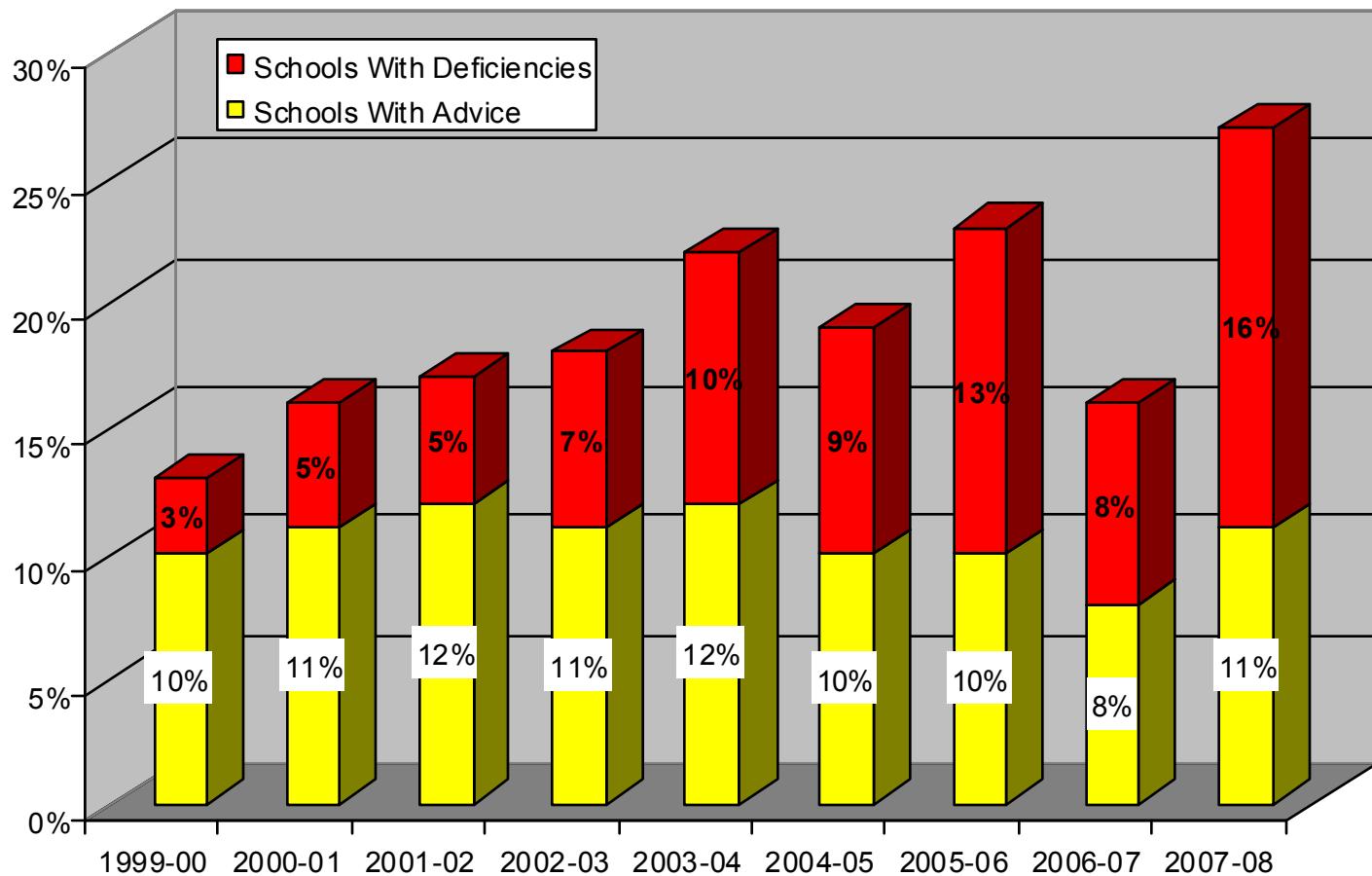
As much as schools have appreciated the restored commitment of the State of Montana to reversing a 14-year period of neglect, much of the new state revenue has been earmarked, provided for new programs or distributed on a one time only basis. Excessive regulation has placed too many restrictions on schools' and districts' use of resources. These restrictions impose compliance costs and discourage flexibility and innovation at the local level. Montana, of all places, does not allow for a one size fits all approach. The diversity of our state, demographically, geographically, ethnically, requires a system of state funding that allows local communities to determine and address funding to overcome their most pressing local needs.

With as much of the new money that has been specifically earmarked away from core existing programs and services, Montana schools have been unable to maintain compliance with the

Accreditation Standards. The number and severity of accreditation violations has continued to rise, with the level of violations in 2007-08 the highest that they have been since inception of the modern-day accreditation standards in the 1980's. The chart below demonstrates the increase in the number of school districts with Advice Status (either a serious or numerous violations) and those in deficiency status (where serious or numerous violations continue into multiple years).

When you consider that there are another 78 schools with mis-assigned teachers and another 40 schools violating class size standards, neither of which are included in the percentages below, the significance of the problem becomes even more apparent. There are only approximately half of Montana's schools that fully satisfy all accreditation standards. This is particularly troubling given that the accreditation standards have been referenced in court decisions dating back to the 1980's as well as in the Legislature's definition of the Basic System of Quality Schools as "the minimum standards upon which a basic system of free quality public elementary and secondary schools is built." If schools are unable to afford to comply with standards that form the foundation of everything else they do, how are schools to reach beyond those minimum standards and provide an education that is worthy of the title "quality" for every child in every school in Montana? Without additional resources, the short answer is that schools cannot hope to provide that kind of opportunity to all children.

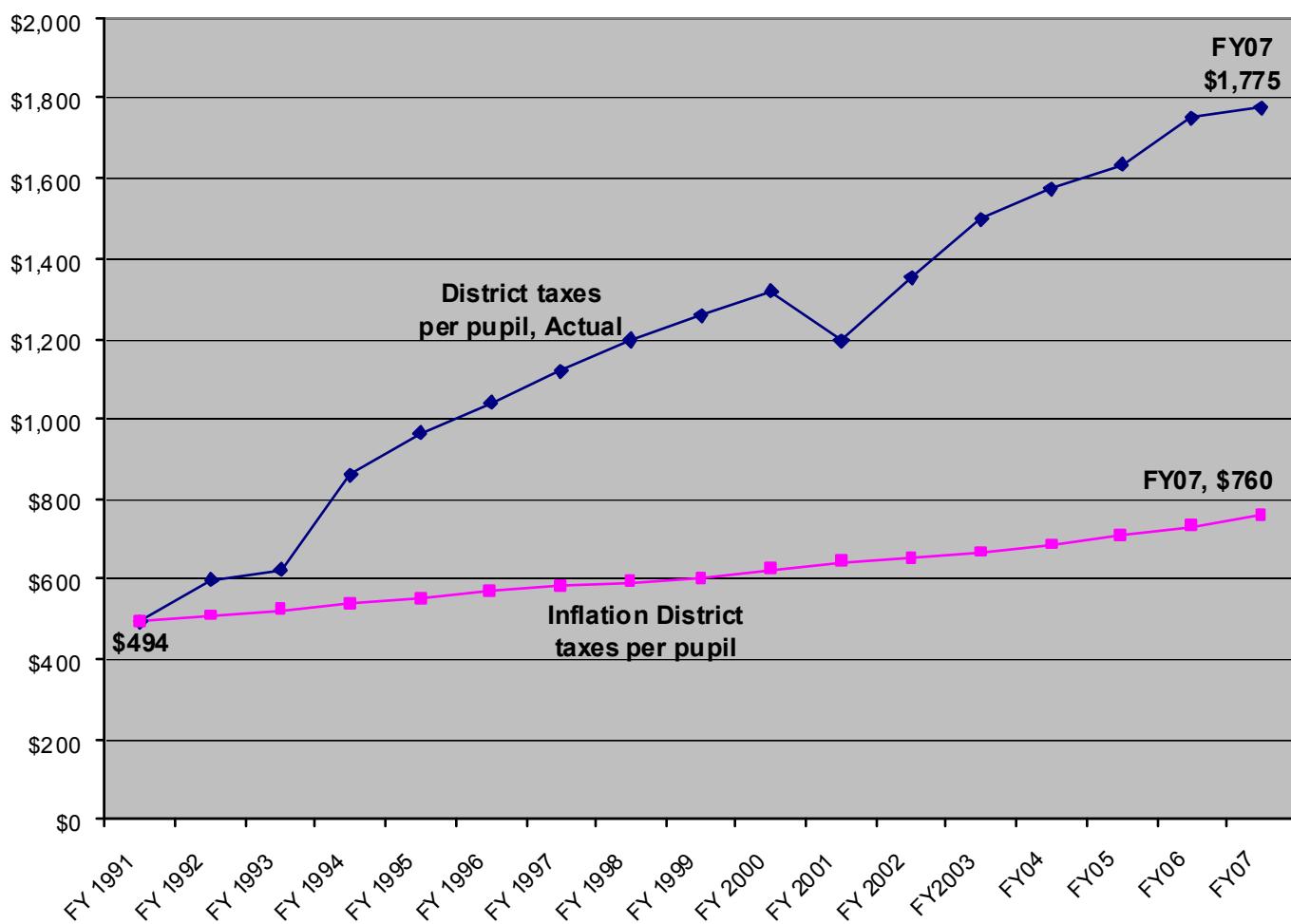
Accreditation Violations



The Impact of Inadequate State Funding on Property Taxpayers

The problem with the long-term slide in the state's share of funding Montana's public schools is its cumulative effect on the state's role in funding. The decline in the state's share of special education costs, general fund budgets and total funding was so dramatic from 1991-2005 that it has become apparent that a solution lies well beyond the reach of the recent three-year progress in FY06-FY08. Further, given that the progress is at risk of being reversed to a degree in FY09, it has become apparent that this problem will take several years of sustained effort if we are to restore the state to the share of funding that it provided in 1991. When the state's share falls, it forced an increased district reliance on local property taxes to meet expenses. It also created internal cost pressures among programs, particularly in the area of special education. Local tax increases have risen substantially since 1991, nearly \$146 million more on a per pupil basis than inflation. It is imperative that the state restore its role in funding public education and take pressure off of local taxpayers.

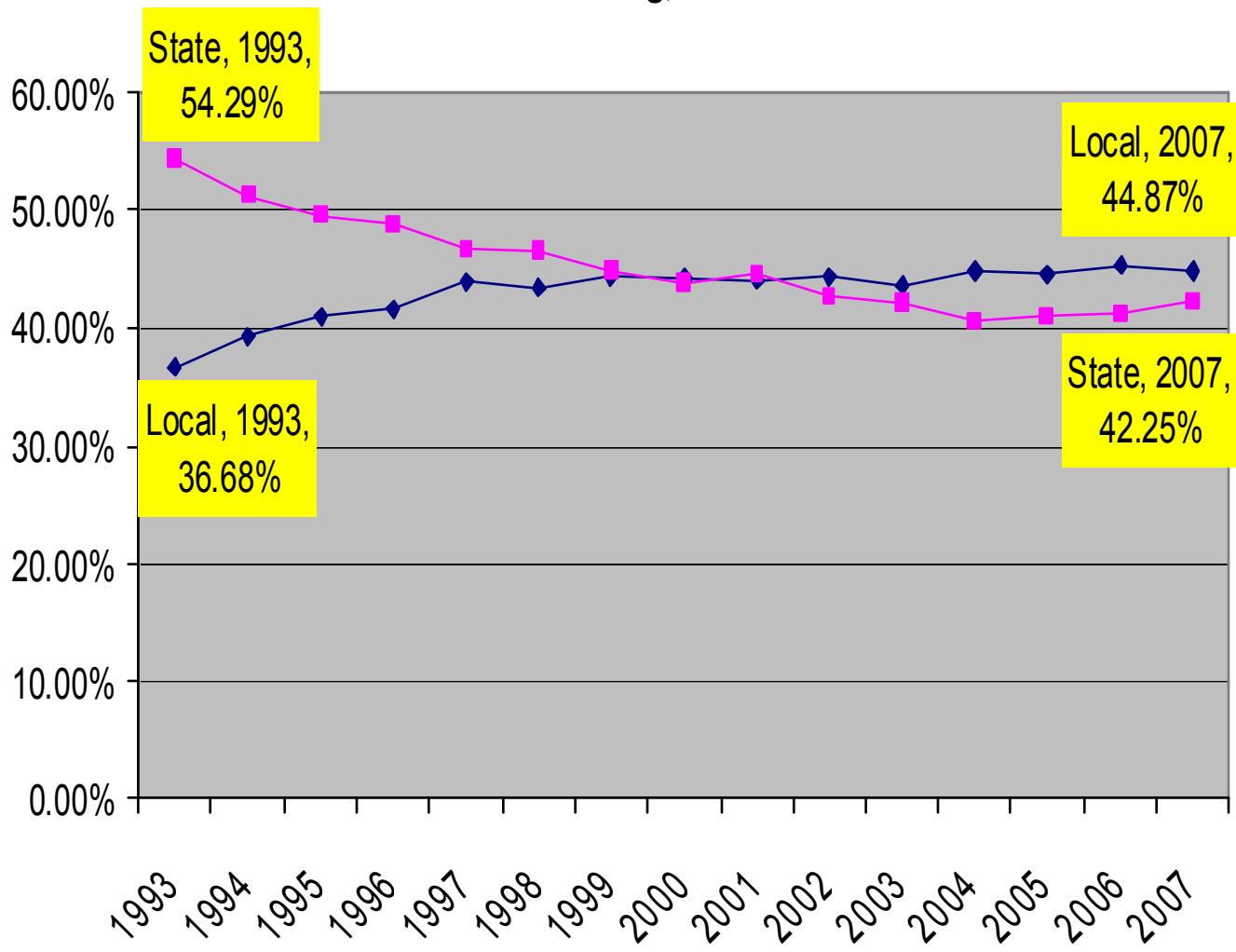
District Taxes Per Pupil - \$146 Million *Per Year* Higher Than Inflation Since 1991



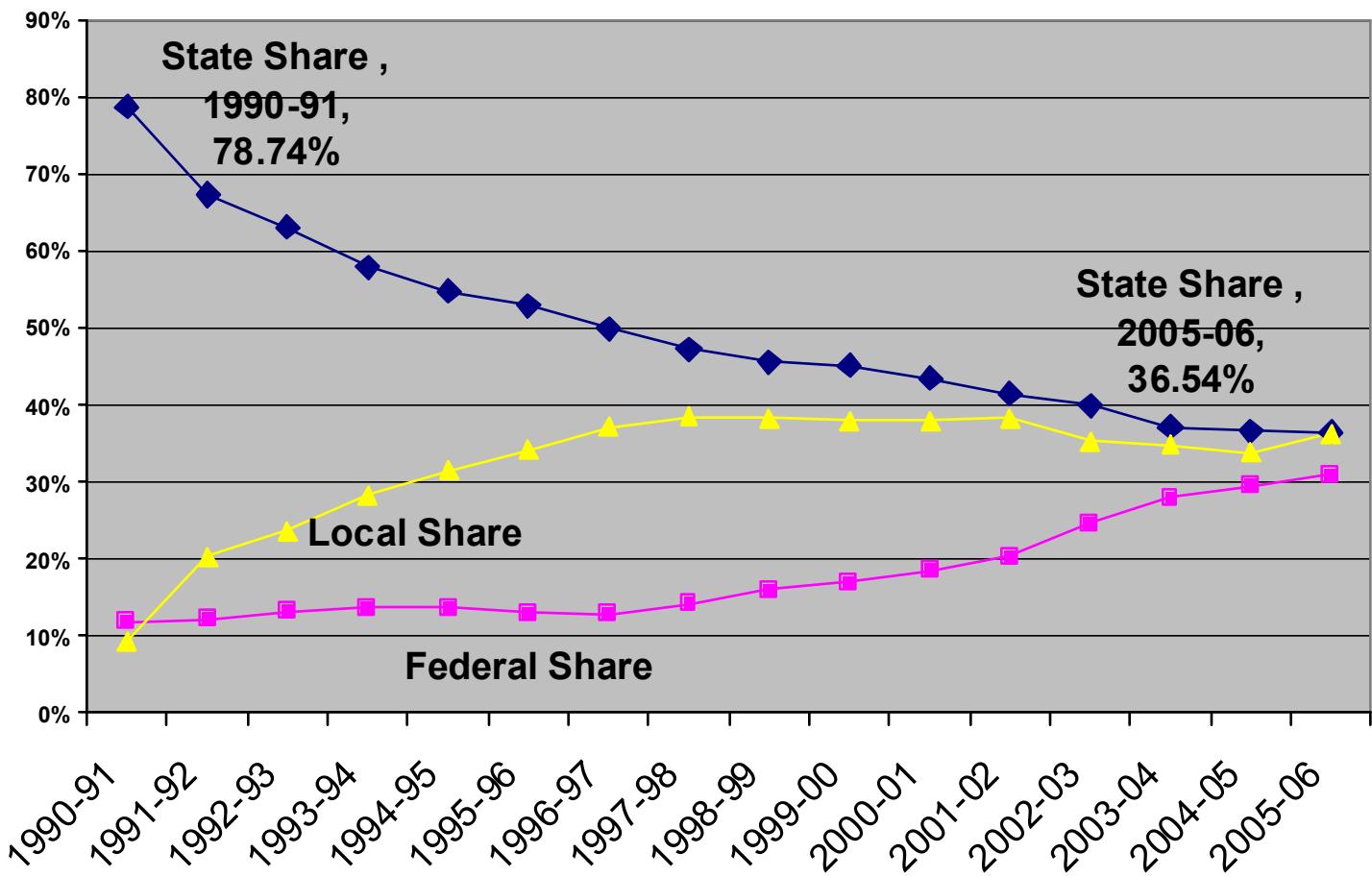
Some Key Facts on State's Share

1. In 1993, the state funded 54.29% of total expenditures in K-12 public education. By FY07, the state's percentage of total revenues available to K-12 public education fell to only 42.25% of total revenues (\$572,844,442 out of \$1,355,762,735), with local taxpayers picking up an even larger share at 44.87% of total K-12 expenditures.
2. In 1991, the state funded 78.74% of all expenditures on special education. By 2005-06, the state's share had declined to 36.54%.

Source of K-12 Funding, Local and State



Special Education State Share



With unprecedented expectations for all students, the lack of state resources limits the education system's ability to keep its promise to students. Working together, however, we have the ability to create a sustainable long term funding solution that will address the problems cited above and which will restore the State to its once-prominent role in funding Montana's public schools.

MQEC's Remedy Proposal: Recommendations to Help the State Restore Its Once-Prominent Role in Funding Montana's Public Schools

In order to be successful, schools must be equipped with the resources to address all of the unique learning needs of their student populations. Excellent teaching, strong leadership and adequate time for differentiated instruction and specific strategies to address and overcome the achievement gap are all critical elements to improving student achievement for all children.

Although these resources do not initially come without a price, the investment will pay dividends for all Montanans as we reap the benefits of a society where all children are provided with meaningful opportunities to overcome circumstance and achieve at high levels. The components of MQEC's Remedy Proposal are designed to allow schools to prevail over the challenges specified above, and provide an education in compliance with Article X, Section 1 of the Montana Constitution:

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

The strategies and additional investments specified below represent MQEC's best efforts to help the state restore constitutionality to its system of funding Montana's public schools.

1. **Quality Educator Payment Increase:** MQEC recommends an increase of \$7,250 per Quality Educator. Our recommendation is in recognition of the current salary gap between Montana and the 25th ranked state in the nation. MQEC chose the benchmark of 25th because it is a moderate ranking among all 50 states and because Montana has historically demonstrated a capacity to fund teacher salaries at that level. MQEC's recommendation is also made in recognition of the focus of Judge Sherlock's ruling in Columbia Falls Elementary v. State on teacher salary rankings as a means of assessing the constitutionality of the current school funding system (see finding 160C). The increase of \$7,250 is intended to allow school districts to make progress on salaries and benefits for non-teaching employees as well. MQEC also recommends that the state apply 3 year averaging to the QEP payment in the same manner as currently provided for ANB (larger of actual FTE or 3 year historic average).

Estimated Annual Fiscal Impact: \$91 million

2. **Special Education Costs**

MQEC recommends an increase in special education in an amount necessary to bring the state back to its previously-demonstrated commitment to special education of 80% of costs that existed in 1989. MQEC also recommends that the state add 3-5 year olds who qualify for services under IDEA to be included in the ANB count and made eligible for IDEA funds as any other K-12 IDEA student, and also recommends that the state set aside 5% of the increase in state special education funding to cover reimbursement of districts for disproportionate costs.

By having the state restore its share of special education funding, school districts will be able to reclaim amounts previously taken from regular education funding programs to make up for shortfalls in special education. School districts can then reclaim those funds to address traditional shortfalls in other areas such as gifted and talented education, technology and professional development.

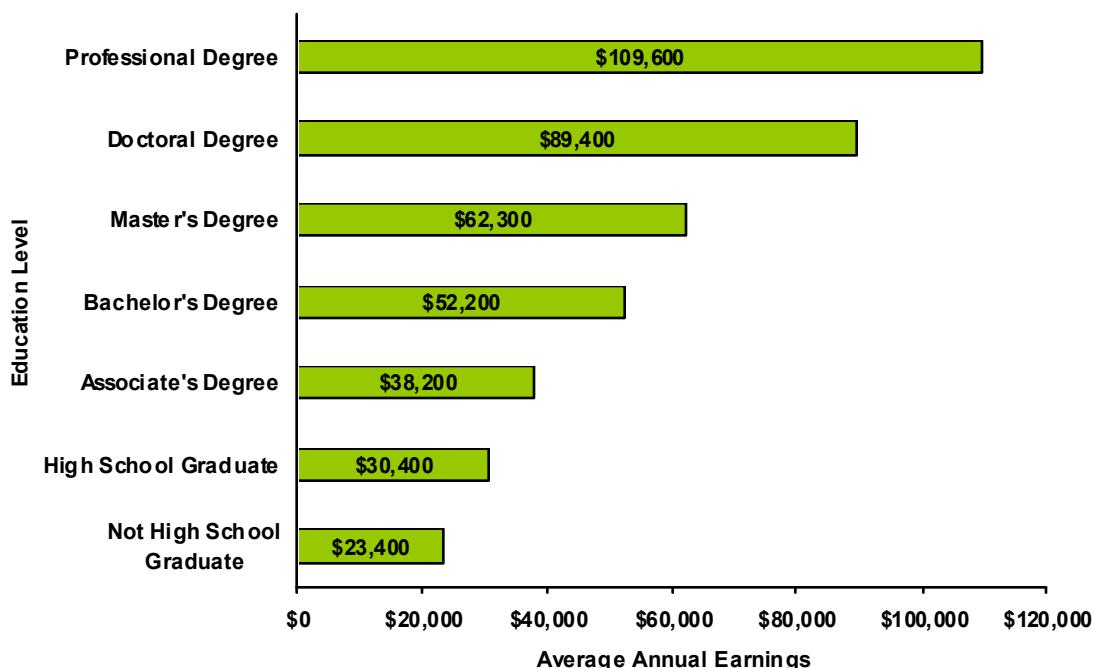
Estimated Annual Fiscal Impact: \$47.5 million

3. **At Risk Funding**

MQEC recommends implementation of a flat payment of \$1,000 per at risk ANB, with the designation of at risk based on eligibility for free or reduced lunch. School districts would be allowed to expend these resources on the research-proven strategies that help narrow achievement gaps and increase graduation rates for children living in poverty. Accepting the challenge of

overcoming the negative effects of poverty on student achievement is nothing less than a moral imperative and is our best opportunity to reduce the negative consequences of living in poverty. Those consequences are serious and place a disproportionate burden of governmental spending on reacting to the failure to educate through increased spending on public assistance and even incarceration, two areas of the state general fund budget that have grown out of control over the last several years. Additionally, as schools succeed in narrowing achievement gaps and improving graduation rates, the state of Montana will reap the benefits through increased tax collections on higher earnings of these children as they enter the Montana workforce.

The Big Payoff: Educational Attainment - From U.S. Census Report



Our recommendation in this area is in reliance on the Quality Schools Interim Committee's survey of other states' practices in setting ANB weighting factors for at risk children. MQEC recommends implementation details as follows:

- i. For elementary school districts, at risk counts would be based on the actual number of children eligible for free or reduced lunch.
- ii. For high school districts, the at risk counts would be derived by taking the aggregate percentage of children eligible for free or reduced lunch in the component and outlying feeder elementary school districts and apply the resulting percentage to the high school district's ANB count to identify the number of at risk children in the high school district.
- iii. For both elementary and high school districts, if the district does not have a lunch program, eligibility would be determined on an alternative basis, such as, but not necessarily limited to eligibility for Title I funding, census counts pertaining to poverty in the area or e-rate eligibility standards.

Estimated Annual Fiscal Impact: \$47.8 million

4. Payment for Textbooks and Supplies

MQEC recommends a new formula component for textbooks and supplies, set at \$260 per pupil. This amount, in combination with what school districts are already spending, should allow schools to get to a more regular rotation for textbook replacement consistent with the amounts identified for this category by the Quality Schools Interim Committee.

Estimated Annual Fiscal Impact: \$39 million

5. Indian Education for All

MQEC recommends that the state increase funding of the Indian Education for All component consistent with the proposal advanced in Senate Bill 390, 2007 Legislative Session. That bill called for a \$50 per-ANB payment with a minimum of \$1000 for each district.

Estimated Annual Fiscal Impact: \$4.5 million

6. A School Unit Allocation for Building Operations

MQEC recommends that the State increase funding for building operations, distributed on a school unit allocation consistent with the one time only allocation for school units under Senate Bill 2 of the May 2007 Special Session. Under that section of law, school districts received a flat unit payment for every 250 elementary children, every 450 middle school children and every 800 high school children in the district. Each school district receives at least one unit per applicable grade levels served and school districts with more than the threshold ANB receive additional unit payments allocated in tenths.

Estimated Annual Fiscal Impact: \$29.9 million

Additional Suggestions in Restoring the State's Role in Funding K-12 Schools

1. Application of CPI-U Adjustment to All Formula Elements through a revision to the definition of present law. Also, present law should be amended to apply CPI-U inflation from the fiscal year most recently completed at the time the Executive Branch releases its official budget.
2. For the new entitlements funded at the state level (e.g. Quality Educator Payment, At Risk Payment, American Indian Achievement Gap Payment, Indian Education for All Component), add an additional 25% local option above the BASE budget funded by the state and include the additional 25% local option in the calculation of the Maximum Budget for each district.
3. Implement a permissive levy above BASE for up to 4% per year, any increase beyond 4% subject to voter approval.
4. Facilities. The State is in the middle of its facilities study. MQEC will track of the results of that study and any recommendations coming forth in the 2009 Legislative Session to help the state in determining adequacy.
5. MQEC recognizes and understands that its proposals would likely be phased in over time. If the State phased this relief in over three additional biennia, starting with FY10 and finishing with FY15, the new system would be fully implemented in time for the 10 year study of the system called for in section 20-9-309, MCA,
6. Appropriations for schools should be changed to a biennial appropriation to allow school districts additional flexibility in allocating money from the first year of the biennium to the second year. School districts should also be allowed to either transfer unspent money in its general fund to any other budgeted fund or carry over unspent money in its general fund budget from year to year.

Conclusion

As we continue the ongoing discussion of school funding, it is important to remember that the funding itself is *not* the end, but is rather the means to the true end of student achievement. The same principle applies when contemplating how to maximize the efficiency of our system of community schools. Efficiency is a generic term that describes a ratio of the intended output to the total input in any system. In the context of K-12 public education, the intended output is set forth in the Constitution, Under Article X, Section 1:

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

Only when all who have gone through our public schools enjoy the kind of opportunity promised in Article X, Section 1 can we claim true maximum efficiency, and when that occurs, our state itself will enjoy a bright future. We believe that a bright future is within our collective grasp if we can find a way to work together and create the kind of long term sustainable funding system outlined above.

From: [Peterson, Linda](#)
To: [Baker, Larry](#); ["sbwillow@3rivers.net"](#); ["Marco Ferro"](#); ["cindy_odell@skc.edu"](#); ["efeaver@mea-mft.org"](#); [Gibson, Thomas](#); [Hall, Michael \(OPI\)](#); [Lombardi, Jan](#); ["JULES R. WABER"](#); ["larrynielsen@hotmail.com"](#); ["chris@gtccmt.org"](#); ["bppatrick@townsend.k12.mt.us"](#); ["dpuyear@mrea-mt.org"](#); ["samdr@sammt.org"](#); ["dthompson@mtsba.org"](#); ["bwhitehead@hellgate.k12.mt.us"](#); ["Kirk Miller"](#); [Williams, Bud](#); [Donovan, Pete](#); ["lmelton@mtsba.org"](#); ["dulce_whitford@gfps.k12.mt.us"](#); ["Jan's email"](#)
cc: [Coopersmith, Nancy](#); [Meloy, Steve](#); [Keller, Elizabeth](#); [Will, Carol](#); [Luerkens, Canon](#); ["mtsba.org, bvogel"](#); ["macleand@netzero.net"](#)
Subject: Distance Learning Task Force II Meeting
Date: Wednesday, April 23, 2008 9:11:07 AM

TO: Members of the Distance Learning Task Force II (DLTFII)
FROM: Class 8 Licensure Sub-Group
RE: Final ARM Language Recommendation

During the DLTFII meeting on March 11, a Sub-Group of the larger DLTFII was charged with writing Administrative Rule to allow for licensure of college faculty for the purpose of providing dual-credit courses to Montana's schools. The attached document is the result of many hours of meetings and much involvement from everyone on that Sub-Group.

Our timeline for moving this language forward is as follows:

May 1: To the DLTFII for final approval

May 8-9: To the Board of Public Education to begin the rule-making process

Please feel free to forward this language as you see appropriate for comment and feedback before our DLTFII meeting on May 1.

Many thanks to the members of the Class 8 Sub-Group. We were able to work through some tremendously complex issues and reach some common ground.

Please Note: The DLTFII meeting is scheduled for Thursday, May 1, from 11:15 a.m. until 2:00 p.m. in the OPI 1300 Building Conference Room. A light lunch will be provided. An agenda will follow. RSVP to Donna Waters by Tuesday, April 29, by telephone (406) 444-3114 or by e-mail dwaters@mt.gov.

Elizabeth and Linda

EXECUTIVE SUMMARY
DATE: MAY 2008

PRESENTATION: Approval of a new program at Carroll College
Health and Physical Education K-12 Major

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: At the Board of Public Education (BPE) meeting in March, the Office of Public Instruction (OPI) provided information for discussion to the BPE regarding the request by Carroll College to add a Health and Physical Education K-12 Major to its endorsement areas. Carroll College's Dr. Lynette Zuroff, Education Department Chairperson, and Gloria Lambertz, Education/HPE faculty, presented additional information relating to the proposed new program.

The OPI reviewed the documentation submitted by Carroll College and confirms that the Health and Physical Education K-12 Major meets the Professional Educator Preparation Program Standards ARM 10.58.513 Health and 10.58.520 Physical Education as approved by the BPE.

REQUESTED DECISION(S): Request approval by the BPE of the Carroll College Health and Physical Education K-12 Major

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

Carroll College
Major in Health and Physical Education (K12)

I. Major Program Requirements

HPE 103	Foundations of Health & Physical Education
HPE 109	Techniques of Basic Skills in Physical Education
HPE 135	Introduction to Wellness
HPE 150	Responding to Emergencies
HPE 214	The School Health Program
HPE 216	Methods of Teaching Health
HPE 234	Sports Nutrition & Conditioning
HPE 301-302	Methods and Techniques of Teaching Fall/Spring Activities
HPE 314	Physical Education and the Elementary School Teacher
HPE 325	Applied Anatomical Kinesiology
HPE 413	Exercise Physiology & Human Performance Testing

II. Other Program Requirements

BI 102	Human Biology
--------	---------------

III. Professional Education Program Requirements

AN/SO 218	Introduction to Native American Studies
CS 103	Instructional Media and Technology
ED 102	Foundations of Education
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 309	Teaching in the Secondary School
ED 327	Content Area Reading/Language Arts
ED 405	Education Seminar
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
PSY 227 and PSY 228 or PSY 105 and PSY 203	Child Psychology Adolescent Psychology General Psychology Developmental Psychology
SPED 300	Introduction to Exceptional Children

Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
May 9, 2008 Meeting

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Informational	
2. Human Resources - Update on personnel Actions	Gettel	5 min
3. School Improvement - Update on CEP - Update on strategic planning process - Update on LFC performance audit - Update 2011 biennial budget process	Gettel	15 min
4. Professional Development Activities - Update on in-service training	Informational	
5. MSDB Foundation Activities - Update projects and grants	Informational	
6. Conferences, Meetings and Contacts	Informational	
7. Budget and Finance - Update on budget - Update on LAD fiscal audit	Sykes	5 min
8. Facilities and Safety - Update on current projects	Sykes	5 min
9. School Calendar of Events	Informational	
10. Student News	Informational	
11. Public Comment for Non Agenda Items		