

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

May 12-13, 2011

Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT

May 12, 2011 - Thursday
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance by MSDB Students
- B. Roll Call
- C. Statement of Public Participation
- D. Recognize Cal Gilbert and Tim Seery
- E. Introduce Holly Capp, Incoming BPE Student Representative
- F. Welcome Visitors

PUBLIC COMMENT

CONSENT AGENDA

- A. Correspondence
- B. February 17-18, 2011, March 8, 2011, and April 22, 2011 Minutes
- C. Financials

ADOPT AGENDA

INFORMATION

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

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

BOARD OF PUBLIC EDUCATION APPEARANCES

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

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

Item 3 **CSPAC REPORT**

CSPAC APPOINTMENTS (ACTION)
Peter Donovan

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

- Item 4 **STATE SUPERINTENDENT’S REPORT**
State Superintendent Denise Juneau
- Item 5 **COMMISSIONER OF HIGHER EDUCATION’S REPORT**
Deputy Commissioner, Academic, Research & Student Affairs-Sylvia Moore
- Item 6 **GOVERNOR’S OFFICE REPORT**
Dan Villa
- Item 7 **STUDENT REPRESENTATIVE’S REPORT**
Tim Seery

DISCUSSION

❖ **MACIE LIAISON – Doug Cordier (Item 8)**

- Item 8 **MACIE REPORT**
Norma Bixby

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 9-10)**

- Item 9 **SCHOOL NUTRITION PROGRAMS ANNUAL REPORT**
Chris Emerson
- Item 10 **UKRAINE EXCHANGE PROGRAM**
Beth Thomas

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 11-14)**

- Item 11 **NASBE AFFILIATION (ACTION)**
Patty Myers
- Item 12 **COMMON CORE STATE STANDARDS REPORT**
Nancy Coopersmith and Jean Howard
- Item 13 **RECOMMENDATION FOR ADOPTION OF THE COMMON CORE STATE STANDARDS**
State Superintendent Denise Juneau
- Item 14 **FEDERAL UPDATE**
Nancy Coopersmith

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 15-16)**

- Item 15 **CHAPTER 55 JOINT TASK FORCE UPDATE**
Patty Myers and Dennis Parman
- Item 16 **REPORT ON THE PROPOSED ENGLISH LANGUAGE PROFICIENCY STANDARDS ADOPTION TIMELINE**
Judy Snow

ACTION

PUBLIC COMMENT

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

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 17-18)**

Item 17 **MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT EXTENSION (CLOSED)**
Patty Myers

Item 18 **BPE EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT EXTENSION (CLOSED)**
Patty Myers

DISCUSSION

❖ **MSDB LIAISON – Patty Myers (Item 19)**

Item 19 **MSDB COMMITTEE MEETING REPORT**

APPROVAL OF GTCC COOPERATIVE AGREEMENT (ACTION)

APPROVAL OF 2011-2012 CALENDAR (ACTION)
Steve Gettel

May 13, 2011 – Friday

8:00 AM **MSDB CAMPUS TOUR (Meeting will reconvene after the tour.)**
Steve Gettel

ACTION

PUBLIC COMMENT

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

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 20-22)**

Item 20 **REVOCATION HEARING BPE CASE #2010-05 (CLOSED)**
Clyde Peterson

DISCUSSION

Item 21 **DRAFT OF SUGGESTED AMENDMENTS TO ARM TITLE 10 CHAPTER 57, PART 6**
Ann Gilkey

Item 22 **REPORT OF TEACHER LICENSE SURRENDER (CLOSED)**
Ann Gilkey

ACTION

PUBLIC COMMENT

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

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 23)**

Item 23 **ADOPTION OF THE COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS AS RECOMMENDED BY STATE SUPERINTENDENT DENISE JUNEAU**
State Superintendent Denise Juneau

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 24-28)**

Item 24 **BASE AID PAYMENT SCHEDULE**
Nancy Coopersmith

Item 25 **ADDENDUM TO 2010-2011 FINAL ACCREDITATION RECOMMENDATIONS**
Kelly Glass

Item 26 **RECOMMEND DISAPPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS**
Kelly Glass

Item 27 **RECOMMEND APPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS**
Kelly Glass

Item 28 **CORRECTIVE PLANS UPDATE**
Kelly Glass

PRELIMINARY AGENDA ITEMS – July 13-15, 2011, Helena, MT

Strategic Meeting – Review Bylaws and Operational Rules
CSPAC/BPE Joint Meeting
Annual CSPAC Report
MACIE Update
Annual GED Report
Special Education Report
Assessment Update
Federal Update
Continuous School Improvement Plan Report
Accreditation Report
Establish Executive Salaries

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

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

April 13, 2011

The Honorable Mike Milburn
Speaker of the House
State Capitol
Helena, MT 59620

The Honorable Jim Peterson
President of the Senate
State Capitol
Helena, MT 59620

Dear Speaker Milburn and President Peterson:

In accordance with the power vested in me as Governor by the Constitution and the laws of the State of Montana, I hereby veto House Bill No. 456 (HB 456), **"AN ACT ALLOWING FOR PARENTAL CONTROL OVER STUDENT PARTICIPATION IN COURSES OF INSTRUCTION INVOLVING HUMAN SEXUAL EDUCATION; REQUIRING A SCHOOL DISTRICT TO INFORM A PARENT OR GUARDIAN WHEN EVENTS OR COURSES ON HUMAN SEXUALITY WILL BE HELD OR TAUGHT; PROHIBITING A SCHOOL DISTRICT FROM ALLOWING ANY ABORTION SERVICES PROVIDER TO OFFER MATERIALS OR INSTRUCTIONS AT A SCHOOL; AMENDING SECTION 20-5-103, MCA; AND PROVIDING AN EFFECTIVE DATE."**

I have been advised that HB 456 likely runs afoul of the Montana Constitution's requirements for local control of schools, and poses free speech, freedom of association, and equal protection problems under both the state and federal constitutions. House Bill 456 also presents numerous practical problems for schools, both, generally, in the administration of the "opt-in" requirements for educational offerings addressing human sexual education, and, specifically, in ensuring that the "opt-in" requirements are followed notwithstanding the broadly described categories of course offerings subject to those requirements.

Regarding local control, Article X, § 9(3)(a) of the Montana Constitution charges the board of public education with the "general supervision" of Montana's public school system, while Article X, § 8 places direct "supervision and control" of schools in a board of trustees elected as provided by law. Under this constitutional structure, the board of public education must adopt accreditation standards for public schools, including a basic instructional program for students, and school trustees are charged with establishing curriculum guidelines to meet the Board's standards.

HB 456

Hon. Mike Milburn
Hon. Jim Peterson
April 13, 2011
Page 2

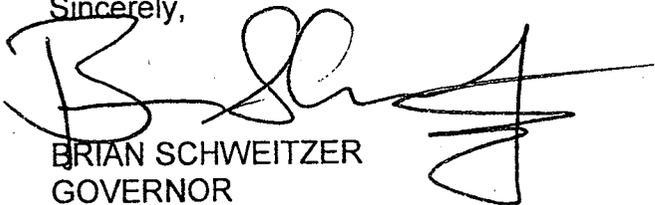
The Montana Supreme Court forcefully affirmed the principles of local control in *Yanzick v. School District*, 196 Mont. 375, 389-90, 641 P.2d 431, 440 (1982), in which the court quoted from the transcripts to the 1972 Constitutional Convention Proceedings where delegates discussed their express intent not to grant in the new board of public education the power to "control" the schools, but rather to limit the power of the board of public education to one of "supervision." Where the Board of Public Education is limited in its ability to "control" public schools in Montana under the state constitution, the Legislature's ability to do so is even more confined.

Just as the Montana Constitution places "control" of the Montana university system in the Board of Regents, thus limiting the authority of the Legislature to control the university, particularly in the area of academic instruction, see *Board of Regents v. Judge*, 168 Mont. 433, 543 P.2d 1323 (1975), so the Montana Constitution places general supervision of the schools in the Board of Public Education and direct "control" of Montana's public schools in the board of trustees, a structure upon which the Legislature may not encroach, particularly in the area of course offerings. By infringing on the authority of local board of trustees to establish their own attendance policies regarding excused and unexcused absences and creating barriers to the provision of instructional resource materials in the area of sex education, HB 456's requirements raise grave constitutional concerns.

In summary, I believe HB 456 would establish dangerous precedent as a content-based restriction on the power of local schools to make their own curriculum decisions. Where parents object to curriculum or policies adopted by members of local school boards, their recourse properly lies at the local level.

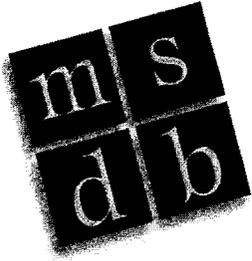
For these reasons, I ask for your support in sustaining my veto of HB 456.

Sincerely,



BRIAN SCHWEITZER
GOVERNOR

cc: Legislative Services Division



MONTANA
SCHOOL *for the*
Deaf & Blind

3911 Central Avenue
Great Falls, Montana 59405
406.771.6000 V/TTY
406.771.6164 FAX
www.msdb.mt.gov

Giving kids the building blocks to independence.

April 7, 2011
Accreditation Division
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Subject: Revised Improvement Plan – Accreditation Status

Per the directive from the Office of Public Instruction this is a response to the February 18, 2011 disapproval of MSDB's improvement plan submitted in July of 2010.

Regarding the two occurrences of deviation from 10.55.707 ARM both teachers identified are now appropriately licensed and endorsed.

Regarding the occurrence of deviation from 10.55.710 the school does have a properly licensed and endorsed school counselor, Ms. Kim Schwabe who serves our K-12 population. I can only assume that this deviation appeared on the report because the school failed to note this assignment in the 2009 ADC report for the elementary and high schools.

Regarding the occurrence of deviation from 10.55.708 ARM I would request Superintendent Juneau consider the following points and the purpose of the Montana School for the Deaf and the Blind under MCA 20-8-102.

1) MSDB is a state supported special purpose school charged to serve as “a residential and day school for children and adolescents who are deaf or blind or whose hearing or sight is so defective that they cannot be successfully taught and are unable to receive a sufficient or proper education in the public schools of the state.” The purpose of the school is to use specialized methods and systems to provide “an education for the hearing impaired and visually impaired children of this state that is commensurate with the education provided to non-handicapped children in the public schools.”

2) Because of this unique charge it is essential that all teachers at MSDB have specific training in areas of deafness or blindness; training which typically comes through extensive experience working with these students or completion of a course of study or advanced degree program for teachers of the deaf or teachers of the visually impaired. Completion of the requirements for a special education endorsement through any of the teacher training programs in the state of Montana does not provide adequate preparation for our teachers to meet the unique needs of the students they serve, and consequently does not strengthen the educational resources necessary for MSDB to serve as an appropriate placement option for children referred to the school by the local districts.

3) Though MSDB strives to ensure all teachers in the classroom are properly endorsed in the area of special education because of the needs of our students and the school as outlined above, as well as the fact that there is a significant, nation-wide shortage of teachers of the deaf and teachers of the blind, MSDB is not able to recruit and fill all of its vacancies with teachers who have this disability specific preparation as well as preparation to meet the requirements of 10.57.412 ARM. In some instances the most desirable candidate for a position has some experience working with deaf or blind children and a Class 2 standard license with an endorsement in elementary curriculum.

The teacher identified in the third occurrence of the deviation from 10.55.708 ARM, Ms. Betty Cook, does not have the appropriate endorsement 98, P-12, Special Education. She does have 14 years of experience teaching blind children. Ms. Cook teaches math to elementary and high school students using Nemeth Code, tactile graphics and the abacus along with other strategies and pedagogy unique to the education of blind children. I know of no other teacher, assigned to teach Blind children in the state of Montana, with these skills and which are necessary to meet the goals of the IEPs for our students. All of Ms. Cook's students meet their IEP goals and all consistently show growth on regular criterion referenced assessments. Requiring this teacher to complete a course of study in Montana to obtain a special education endorsement will do little if anything to improve her skill set and knowledge to serve blind children.

It is my understanding that the philosophy of the BOPE, articulated in a number of administrative rules, is to allow schools, when necessary and appropriate, to develop alternatives to standards that provide equal or greater service to students. I also understand that this flexibility is not extended to the administrative rules that guide the assignment of teachers. However, Ms. Cook possesses the skills, experience, and pedagogical expertise to provide appropriate instruction to the blind children in her classroom. And I find it indefensible and unprincipled that under 10.57.412 ARM teachers can be assigned to the instruction of blind children without regard for the disability specific pedagogy and expertise demonstrated by Ms. Cook.

Ms. Cook plans to retire within the next five years and does not intend to enroll in a special education endorsement program nor do I intend to require her to do so. Upon her retirement the school will do its best to recruit and hire a teacher with preparation that meets the requirements outlined in 10.57.412 ARM.

Please contact me if you have any questions or concerns about my response to the OPI accreditation report or the School's plan for improvement.

Sincerely,

Steve Gettel
Superintendent

cc: Steve Meloy
Patty Myers



Board of Public Education

April 7, 2011

David Ewer, Budget Director
Governor's Office of Budget and Program Planning
Helena, MT 59620

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Doug Cordier
Columbia Falls

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

RE: HB 585

Dear Director Ewer:

Per Senator Bruce Tutvedt's request, the Board of Public Education provides the following response:

1. Since FY 2005 the Board of Public Education contracted with two outside attorneys in regard to educator licensure issues.
2. Most cases where outside counsel was retained involved revocations and some denials.
3. The two outside attorneys contracted were: Smith Law Firm and Beda Lovitt.
4. Senator Bruce Tutvedt withdrew this question according to Ann Brodsky.
5. Senator Bruce Tutvedt withdrew this question according to Ann Brodsky.
6. The BPE contracted with Smith Law Firm on 9/10/2004 until final disposition of all legal proceedings. The BPE completed the contract in FY 2005.

The BPE contracted with Beda Lovitt on 9/5/2007 until final disposition of all legal proceedings. The BPE completed the contract in FY 2010.

7. These figures represent the total spent per fiscal year on outside counsel for the Board of Public Education from FY 2005 to FY 2010.

FY 2005	\$3,008.44
FY 2006	\$0
FY 2007	\$0
FY 2008	\$3,966.10
FY 2009	\$1,478.40
FY 2010	\$2,562.00

Please feel free to contact me for any further information.

Sincerely,

Steve H. Meloy
Executive Secretary

RECEIVED

APR 5 2011

OBPP

April 5, 2011

David Ewer, Director
Governor's Office of Budget and Program Planning
State of Montana
Helena, MT 59620

RECEIVED
APR 06 2011
BOARD OF
PUBLIC EDUCATION

Dear Director Ewer:

RE: HB 585

HB 585 – Require public disclosure of contracts with outside counsel for state agencies – was heard in Senate Taxation Committee today. If HB 585 becomes law, in a small number of cases, state agencies will be required to follow specific procedures prior to contracting with outside legal counsel.

The objective of HB 585 is to provide greater transparency in state government operations; to ensure that state government, funded by taxpayers, is receiving qualified legal services at a reasonable cost; and for policy makers to better understand the decision making process of state agencies who outsource legal work.

Since HB 585 is very limited in its scope, we are requesting additional information from the Budget and Planning Office regarding the practice of state agencies contracting with outside legal counsel for all matters. Please provide the Senate Taxation Committee with the following for bienniums beginning with FY 2005/2006 through BY 2010/2011:

1. State agency who contracts with outside counsel on various issues;
2. The case or legal matter where outside counsel was retained;
3. Name of legal counsel and/or firm(s) retained;
4. The number of outside attorneys working on each case;
5. The number of hours expended per case;
6. The duration of the contract; and,
7. The total fees and costs incurred per case.

As Chairman of the Senate Taxation Committee who will be acting upon HB 585, I respectfully request this information be provided by April 12, 2011.

Thank you.



Senator Bruce Tutvedt
Chairman
Senate Taxation Committee

Will, Carol

From: Meloy, Steve
Sent: Tuesday, April 05, 2011 10:20 AM
To: GOV BillMaster
Cc: Will, Carol
Subject: RE: Bills arrived in Governor's Office on Monday, April 4th, 2011

Sheena:

HB 456 seems to violate Article X, Section 8 which gives "supervision and control" of schools to School District Trustees. The problem the bill tries to fix can be handled by current district policy in many school districts which allows a student to "opt out" of courses on human sexuality. I believe this bill goes too far in mandating an "opt in" policy and procedure.

Steve

From: Wilson, Sheena **On Behalf Of** GOV BillMaster
Sent: Monday, April 04, 2011 4:28 PM
To: GOV BillMaster
Cc: Hammill, Vivian; Brodsky, Ann; Stern, Eric; Volesky, Mike; Villa, Dan; Rhoades, Jessica; Keebler, Patti; Elliott, Sarah
Subject: Bills arrived in Governor's Office on Monday, April 4th, 2011

Please share any concerns as soon as possible. Thank you. Sheena

HB	66	Swanson	Clarify agency to which the state records committee is attached
	R_BG	04-APR-2011	
HB	318	Warburton	Ensure county oversight in movement of publicly-owned wild buffalo or bison
	R_BG	04-APR-2011	
HB	421	Malek	Expand provider types for adult basic education
	R_BG	04-APR-2011	
HB	456	Smith	Define scope/ boundaries of human sexuality/reproduct ed in K-12 public schools
	R_BG	04-APR-2011	
HB	480	Menahan	Revise laws relating to justice's court
	R_BG	04-APR-2011	
HB	508	McNally	Require payment of partial salary to injured rural firefighter
	R_BG	04-APR-2011	
HB	547	Peterson	Provide insurance coverage for RN specialists who assist physicians
	R_BG	04-APR-2011	
HB	566	Yates	Revise laws related to hunting license bonus point system
	R_BG	04-APR-2011	
SB	74	Steinbeisser	Allow commodity dealers to use full or 110% bond for commodities to be purchased
	R_BG	04-APR-2011	
SB	76	Jent	Provide parole for those sentenced to custody of DPHHS and in state facility
	R_BG	04-APR-2011	
SB	91	Brown	Update postal service requirements for proposed cities and towns
	R_BG	04-APR-2011	
SB	109	Barrett	Revise definition of eligible renewable resources
	R_BG	04-APR-2011	
SB	111	Sonju	Limit noneconomic damages in motor vehicle accidents
	R_BG	04-APR-2011	

SB	114	Hinkle	Federal law enforcement officers should communicate with sheriff
	R_BG	04-APR-2011	
SB	115	Hinkle	Prohibit disclosure of certain hunters' information
	R_BG	04-APR-2011	
SB	118	Jent	Revise laws on leasing of outfitter/guide equipment to include contracting
	R_BG	04-APR-2011	

Will, Carol

From: Meloy, Steve
Sent: Wednesday, March 30, 2011 10:00 AM
To: Bernie Olson; Cordier, Doug; Doug Cordier; Erin Williams; John Edwards; Juneau, Denise; Lila Taylor; Patty Myers; Sharon Carroll; Stearns, Sheila; Tim Seery; Villa, Dan
Cc: Will, Carol
Subject: Confirmation

Dear All:

I am pleased to announce that all three of our appointees, Erin, Doug and Lila were confirmed by the Senate Education and Cultural Resources Committee unanimously this morning. Individual Senators who are acquainted with each made very complimentary and sincere comments. Thirteen seconds after the close of the hearing, executive action was taken. On to the floor of the Senate for the full body confirmation. Thank you all for making this hearing so pleasurable.

Steve

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

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SENATE RESOLUTION NO. 13

[Handwritten signature]
(Primary Sponsor)

INTRODUCED BY

BY REQUEST OF THE SENATE EDUCATION AND CULTURAL RESOURCES STANDING COMMITTEE

A RESOLUTION OF THE SENATE OF THE STATE OF MONTANA CONCURRING IN, CONFIRMING, AND
CONSENTING TO THE APPOINTMENTS TO THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF
REGENTS MADE BY THE GOVERNOR AND SUBMITTED BY WRITTEN COMMUNICATIONS DATED
JANUARY 12, 2011, JANUARY 31, 2011, AND FEBRUARY 16, 2011, TO THE SENATE.

WHEREAS, the Governor of the State of Montana has made the appointments, below designated, that
have been submitted to the Senate by the Governor pursuant to section 5-5-302, MCA:

(1) As members of the Board of Public Education, in accordance with section 2-15-1508, MCA:

Erin Williams, Missoula, Montana, for a term ending February 1, 2017.

Doug Cordier, Columbia Falls, Montana, for a term ending February 1, 2013.

Lila Taylor, Busby, Montana, for a term ending February 1, 2018.

(2) As members of the Board of Regents, in accordance with section 2-15-1508, MCA:

Angela McLean, Anaconda, Montana, for a term ending February 1, 2017.

Teresa Borrenpohl, Bozeman, Montana, for a term ending June 30, 2011.

Major Robinson, Billings, Montana, for a term ending February 1, 2018.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF MONTANA:

That the Senate of the Regular Session of the 62nd Legislature of the State of Montana does hereby
concur in, confirm, and consent to the above appointments and that the Secretary of the Senate immediately
deliver a copy of this resolution to the Secretary of State and to the Governor pursuant to section 5-5-303, MCA.

- END -

Vote 49-0 TO confirm!



A RESOLUTION OF THE SENATE OF THE STATE OF MONTANA CONCURRING IN, CONFIRMING, AND CONSENTING TO THE APPOINTMENTS TO THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF REGENTS MADE BY THE GOVERNOR AND SUBMITTED BY WRITTEN COMMUNICATIONS DATED JANUARY 12, 2011, JANUARY 31, 2011, AND FEBRUARY 16, 2011, TO THE SENATE.

WHEREAS, the Governor of the State of Montana has made the appointments, below designated, that have been submitted to the Senate by the Governor pursuant to section 5-5-302, MCA:

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Doug Cordier, Columbia Falls, Montana, for a term ending February 1, 2013.

Lila Taylor, Busby, Montana, for a term ending February 1, 2018.

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Teresa Borrenpohl, Bozeman, Montana, for a term ending June 30, 2011.

Major Robinson, Billings, Montana, for a term ending February 1, 2018.

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF MONTANA:

That the Senate of the Regular Session of the 62nd Legislature of the State of Montana does hereby concur in, confirm, and consent to the above appointments and that the Secretary of the Senate immediately deliver a copy of this resolution to the Secretary of State and to the Governor pursuant to section 5-5-303, MCA.

- END -

Will, Carol

From: Meloy, Steve
Sent: Monday, March 28, 2011 11:38 AM
To: 'cwilliams@montanadsl.net'
Cc: Will, Carol; 'senator.robert.hawks@gmail.com'; 'daveew@gmail.com'
Subject: amendment HB0022125

Carol:

Senator Wittich may offer amendment HB0022125 to reduce the travel budget for the Board of Public Education \$3,000 for the biennium. You may not want to speak to oppose the amendment but perhaps you could find someone. Our travel budget is very tight and one dimension we have no control over is who the Governor appoints in terms of their geographic proximity to Helena. The Board meets six times a year. Our most recent appointee is from Busby which is 650 round trip miles from Helena. Also, our vice chair is from Ekalaka which is 996 round trip miles. At 51 cents a mile reimbursement for auto travel the combined 1,646 miles equates to \$840 just for those two members alone for one meeting. Two year travel costs just for two members for twelve meetings over the biennium is \$10,073. The proposed cut will cause us to cut our meetings for the biennium. These two are terrific members and it's a shame to hinder their ability to serve just because of the distance to Helena.

Just some info if someone wishes to speak against the amendment.

Once again, thanks.

Steve

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

Will, Carol

From: Meloy, Steve
Sent: Wednesday, March 23, 2011 10:33 AM
To: 'MT-MFerro@nea.org'
Cc: Will, Carol
Subject: fees

Marco:

The restoration of the 5% has nothing to do with the structural imbalance we face with our Special Revenue Funds. Our plan for restoration prior to the 5% cut in sub-committee was to ask the General Fund to restore about 30,000 for the biennium which we recognized as its responsibility which the special revenue absorbed gradually over three biennia in order to reduce the cash reserve balance in the Research Fund (\$2.00). It was the OBPP that directed us to utilize the Research Fund in order for the Executive budget to remain austere.

All that in the past, here is what we face for CSPAC. CSPAC's total costs including personal services and operating for FY2010 was: \$139,691.77. Personal Services for CSPAC exceeded the appropriation of \$111,049 by \$4,391.55. Therefore all of the operating expenses of \$24,251.22 plus the extra personal services of \$4,391.55 was charged to the Research Fund. Basically, as you can see CSPAC funding fell short by \$28,642.77 in FY 2010.

A \$2 increase to CSPAC (\$4.00) will generate an increase of approximately \$56,500 to the Advisory Fund. This will cover the personal services and operating costs of CSPAC and will leave room for a modest growth in their cash reserve.

Steve

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



Board of Public Education

BOARD MEMBERS

March 22, 2011

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Doug Cordier
Columbia Falls

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Holly Capp
209 Dunn Court
Great Falls, MT 59405

Dear Holly,

On behalf of the Board of Public Education, I would like to extend to you a sincere welcome to your appointment as the Student Representative of the Board.

The Board holds this position in high regard because your voice represents all Montana students K-12. We value the selection process in which you were nominated by the executive committee of the Montana Association of Student Councils.

We are looking forward to welcoming you at the meeting to be held in Great Falls at the Montana School for the Deaf and Blind on May 12-13, 2011. Please bring any questions that you may have about the Board and your role. Enclosed is a handbook that you may find to be informative as you fulfill this role on the Board.

Congratulations on your upcoming appointment to the Board of Public Education. We look forward to working with you.

Sincerely,

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

Patty Myers
Chair



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Doug Cordier
Columbia Falls

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 21, 2011

Jim Keane, Senator
2131 Wall St.
Butte, MT 59701

Dear Senator Keane,

Please find this brief note as a profound thank you on behalf of our staff and the Board of Public Education for supporting the amendment to restore the exemption from the 5% cut to our budget. As was pointed out so well to the committee, our budget is very tight and has already sustained major cuts going into the next biennium. Restoring the exemption should allow us to have our regularly scheduled meetings. We look forward to working with you in doing our part in the implementation of any progressive legislation which may arise from this session. Please do not hesitate to contact our office for any assistance you may need in this regard.

Again, thank you for your support of education and recognizing the important role that the Board of Public Education plays in partnership with the legislature.

Sincerely,

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

Steve Meloy
Executive Secretary

Will, Carol

From: Meloy, Steve
Sent: Monday, March 21, 2011 2:14 PM
To: 'cwilliams@montanadsl.net'
Cc: Will, Carol
Subject: Thank You!

Dear Senator Williams (*Carol*),

Please find this quick note as a profound thank you on behalf of our staff and the Board of Public Education for moving the amendment to restore the exemption from the 5% cut to our budget. As you pointed out so well to the committee, our budget is very tight and has already sustained major cuts going into the next biennium. Restoring the exemption should allow us to have our regularly scheduled meetings. We look forward to working with you in doing our part in the implementation of any progressive legislation which may arise from this session. Please do not hesitate to contact our office for any assistance you may need in this regard.

Again, thank you for your support of education and recognizing the important role that the Board of Public Education plays in partnership with the legislature...and Erin thanks you as well. ☺

Sincerely,
Steve Meloy

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

Will, Carol

From: Meloy, Steve
Sent: Monday, March 21, 2011 1:58 PM
To: 'lcjones@3rivers.net'
Cc: Will, Carol
Subject: Thank You!

Dear Senator Jones,

Please find this quick note as a profound thank you on behalf of our staff and the Board of Public Education on the restoration of the exemption from the 5% cut to our budget. As you are aware, our budget is very tight and has already sustained major cuts going into the next biennium. Restoring the exemption should allow us to have our regularly scheduled meetings. We look forward to working with you in doing our part in the implementation of Pathways to Excellence. Please do not hesitate to contact our office for any assistance you may need in this regard.

Again, thank you for your support of education and recognizing the important role that the Board of Public Education plays in partnership with the legislature.

Sincerely,
Steve Meloy

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

Will, Carol

From: Meloy, Steve
Sent: Friday, March 18, 2011 9:58 AM
To: 'lcjones@3rivers.net'
Cc: Will, Carol
Subject: Board of Public Education

Senator Jones,

The purpose of this email is a request to you to consider an amendment to restore the reduction to the Board's operating budget as a result of the 5% global cut. In subcommittee the members initially exempt the Board appropriately under existing law and then later applied the 5% reduction. This reduction amounts to \$37,238 for the biennium.

Not only will this put us in a deeper hole for purposes of operating but is clearly contrary to the intent of the law as follows pertaining to the 5% cut: "(f) for agencies with more than 20 FTE, a plan to reduce the proposed base budget for the general appropriations act and the proposed state pay plan to 95% of the current base budget or lower if directed by the budget director. Each agency plan must include base budget reductions that reflect the required percentage reduction by fund type for the general fund and state special revenue fund types. Exempt from the calculations of the 5% target amounts are legislative audit costs, administratively attached entities that hire their own staff under 2-15-121, and state special revenue accounts that do not transfer their investment earnings or fund balances to the general fund."

We believe we meet the exemption under this law in two ways:

1. We are far below the 20 FTE level at 4 FTE; and
2. We handle a special revenue fund that does not transfer investment earnings or fund balances to the general fund.

On behalf of the full Board of Public Education we sincerely hope you can assist us in this regard. We are ready to work with you or committee staff to construct a simple amendment to restore this cut. If you have any questions or concerns please call me on my cell number 439-5057.

Thanks,
Steve

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

Will, Carol

From: Meloy, Steve
Sent: Friday, March 18, 2011 9:30 AM
To: 'cwilliams@montanadsl.net'
Cc: Will, Carol
Subject: Board of Public Education

Senator Williams (*Carol*),

This short email is just to give you a heads-up regarding the deficiencies to our budget which I will try to address tomorrow under section E. Obviously, we had hoped for the approval by the House of the Governor's executive budget numbers, which still includes a reduction to our FY2010 base, which we have accepted as our good faith contribution to the distressed state of the General Fund.

Two major deficiencies occurred as a result of subcommittee action and full committee acquiescence. First, they did not approve a 1.26% increase in our biennial request to cover fixed operating costs. Secondly, they applied the 5% global reduction which amounts to \$37,238 for the biennium. Not only will this put us in a deep hole for purposes of operating but is clearly contrary to the law as follows pertaining to the 5% cut: "(f) for agencies with more than 20 FTE, a plan to reduce the proposed base budget for the general appropriations act and the proposed state pay plan to 95% of the current base budget or lower if directed by the budget director. Each agency plan must include base budget reductions that reflect the required percentage reduction by fund type for the general fund and state special revenue fund types. Exempt from the calculations of the 5% target amounts are legislative audit costs, administratively attached entities that hire their own staff under 2-15-121, and state special revenue accounts that do not transfer their investment earnings or fund balances to the general fund."

We believe we meet the exemption under this law in two ways:

1. We are far below the 20 FTE level at 4 FTE; and
2. We handle a special revenue fund that does not transfer investment earnings or fund balances to the general fund.

Because Senator Jones is the only majority party member from Senate Finance and Claims who was on our subcommittee, I intend to ask him if he would offer an amendment to at least correct the 5% cut issue. Any help you could give us in committee would be greatly appreciated. If you have any questions please call me on my cell number at 439-5057.

Thanks,
Steve

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

Will, Carol

From: Meloy, Steve
Sent: Thursday, March 10, 2011 11:27 AM
To: Will, Carol
Subject: FW: Pathways to Improvement Act Draft discussion

-----Original Message-----

From: Meloy, Steve
Sent: Thursday, March 10, 2011 11:26 AM
To: 'Patty Myers'; Bernie Olson; Sharon Carroll
Subject: RE: Pathways to Improvement Act Draft discussion

I believe this position keeps us consistent with our decision to not testify on HB 136 for many of our historical reasons.

I concur.

Steve

-----Original Message-----

From: Patty Myers [<mailto:pmyersbpe@bresnan.net>]
Sent: Thursday, March 10, 2011 10:09 AM
To: Bernie Olson; Sharon Carroll; Meloy, Steve
Cc: Patty Myers
Subject: Pathways to Improvement Act Draft discussion

For now-- this is confidential--Thank you

Good morning--

On Monday we received an email from Lance outlining a legislative proposal that has been formulated at the request of Senator Jones entitled the Pathways to Improvement Act Draft. I have been in conversation with others trying to determine what should be the position of the BPE. Having found out the position of other partners in the education field I would propose that the BPE stay out of the discussions. The reasons follow---

As we know, MTSBA and MREA will obviously be in favor. That is a given.

The Governor's office is, at this time, opposing it and has, in fact stated that they will veto it. Perhaps if some major changes are incorporated, they may change their mind-- that is only a "perhaps"--

The OPI (Denise) is looking at supporting it but with caveats enough to cover the bases of issues the legislature has still left uncovered such as funding the rest of state government.

The MEA-MFT is, at this time, sitting on the sidelines and watching.

I do not know where anyone else is. Because of the uncertainty of everything, I would propose that we stay out of the discussion. If there are any changes put forth, I would ask that we carefully examine them on their individual merit. I know that things go quickly in Helena and we may not have time to be contacted. In that case let's stay on the sidelines and be vigilant.

I do not believe that Bernie received a copy of the draft. I have attached it to this email. If you have questions, please contact me. I will be in a class this afternoon but will have my Blackberry handy to receive emails.

Thanks-- Patty

Patty Myers, chairperson
Montana Board of Public Education
pmyersbpe@bresnan.net
406.899.0874



Board of Public Education

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Erin Williams
Missoula

Lila Taylor
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Bernie Olson
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John Edwards
Billings

Doug Cordier
Columbia Falls

Tim Seery, Student Rep.
Great Falls

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 8, 2011

B.J. Gneiting
Wise River Elementary
School House Road
Wise River, MT 59762

Dear Ms. Gneiting,

On behalf of the Board of Public Education, I would like to congratulate you on being named as the Rural School Teacher of the Year by the Montana Association of County School Superintendents. Your 30 years of commitment to your school and the Wise River community is very much appreciated.

Thank you for your dedication to the students of your school.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Tim Seery, Student Rep.
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EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 8, 2011

Cassidy Cook
Bozeman High School
405 S Wyoming
Butte, MT 59701

Dear Ms. Cook,

On behalf of the Board of Public Education, I would like to congratulate you on being named a Distinguished Finalist for Montana's Top Youth Volunteer for 2011 by the Prudential Spirit of Community Awards in conjunction with the National Association of Secondary School Principals (NASSP). Your efforts in developing a program to help the female students of your school, as well as women of the Bozeman community are very much appreciated.

Thank you for your dedication to school and fellow classmates.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

March 8, 2011

Kelsey Weyerbacher
Custer County District High School
20 South Center Ave
Miles City, MT 59301

Dear Ms. Weyerbacher,

On behalf of the Board of Public Education, I would like to congratulate you on being named Montana's Top Youth Volunteer for 2011 by the Prudential Spirit of Community Awards in conjunction with the National Association of Secondary School Principals (NASSP). Your efforts in developing the PRIDE program are very much appreciated.

Thank you for your dedication to school and fellow classmates.

Sincerely,

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

Patty Myers
Chairwoman

ATTORNEY GENERAL
STATE OF MONTANA

Mike McGrath
Attorney General



Department of Justice
215 North Sanders
PO Box 201401
Helena, MT 59620-1401

RECEIVED

MAR 03 2011 *ppc*

AGENCY LEGAL
SERVICES BUREAU

April 12, 2007

Ms. Linda McCulloch, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

RECEIVED

MAR 07 2011

BOARD OF
PUBLIC EDUCATION

Dear Superintendent McCulloch:

Your office has requested an Attorney General Opinion or Letter of Advice concerning the following issue:

Are the names of teachers whose certification has been revoked by the State public information and is the public entitled to general information about the grounds for revocation.

Because the Supreme Court's body of law balancing the public's right to know against the individual right of privacy provides clear direction on this issue, it has been determined that a letter of advice will provide the appropriate response.

The Supreme Court has considered a number of cases involving disclosure of disciplinary or investigative documents in cases involving misconduct by public officials. In Great Falls Tribune Co. Inc. v. Cascade County Sheriff, 238 Mont. 103, 775 P.2d 1267 (1989), a newspaper sought public disclosure of the names of three law enforcement officers. The officers had been disciplined for their actions in running over a suspect on a public sidewalk after the suspect fled from the officers during a high speed chase. Id. at 104, 775 P.2d 1267. The Court held that the public's right to know outweighed any privacy interest the officers may have had because law enforcement officers "*occupy positions of great public trust.*" Id. at 107, 775 P.2d at 1269. (Emphasis added.)

In another case involving a law enforcement official, a newspaper sought public release of investigative documents associated with an officer who had been accused of sexual intercourse without consent while a cadet at the law enforcement academy. Bozeman Daily Chronicle v. City of Bozeman Police Dept., 260 Mont. 218, 859 P.2d 435 (1993). Although the officer was never criminally charged, he was forced to resign from the police force. Id. at 227, 859 P.2d at 440-41. The Court held that even though the criminal investigative report was confidential criminal justice information, "such alleged misconduct went directly to the

Linda McCulloch, Superintendent
April 12, 2007
Page 2

police officer's breach of his *position of public trust*" and, therefore, the conduct was "a proper matter for public scrutiny." Id. (Emphasis added).

In Svaldi v. Anaconda-Deer Lodge County, 2005 MT 17, 325 Mont. 365, 106 P.3d 548, the Court held that the same reasons supporting public disclosure of allegations against law enforcement officers were applicable to an instance involving allegations of misconduct against a teacher. Svaldi retired from teaching after allegations she had assaulted and verbally abused her students. Svaldi, 2005 MT at ¶ 8, 106 P.3d at 550. After the county attorney disclosed to a reporter that he had been discussing the possibility of a deferred prosecution with Svaldi's attorney, she filed suit alleging violation of her right to privacy. Id. at ¶ 26, 106 P.3d at 552. Svaldi contended that her privacy interest outweighed the public's right to know. Id. The court rejected her argument and found that Svaldi had no legitimate privacy interest protecting her from such a disclosure. The Court stated:

As a teacher in the public schools, entrusted with the care and instruction of children, [Svaldi's] position *is one of public trust*. Also, the allegations of misconduct against her students, went directly to her ability to properly carry out her duties.

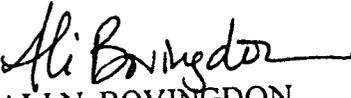
Id. at ¶ 31, 106 P.3d at 372. (Emphasis added).

The same reasoning applies to a teacher who has lost his or her certification because of allegations of misconduct. Teachers hold a position of public trust and, as a result, revocation of a teacher's certification and a general description of the basis for such revocation is a proper matter for public scrutiny.

This letter should not be construed as a formal Opinion of the Attorney General.

Sincerely,

CIVIL SERVICES BUREAU


ALIN. BOVINGDON
Assistant Attorney General

anb/cv

February 2011

Dear Members of the Board,
Mr. Meloy, and Ms. Will,

Just can't thank you
enough!

I wanted to express my
gratitude for your time during
my hearing. Thank you for the
fair opportunity to present my
side of the story and the
objective manner in which you
heard the case. I especially appreciate
how comfortable you helped me →

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MAR 04 2011

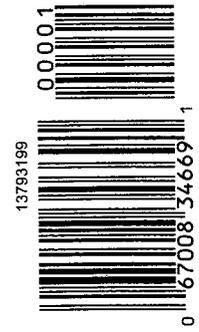
BOARD OF
PUBLIC EDUCATION

to feel throughout the hearing.
Thank you for your time
and service. It will not be forgotten.

Sincerely,
Becky Burg

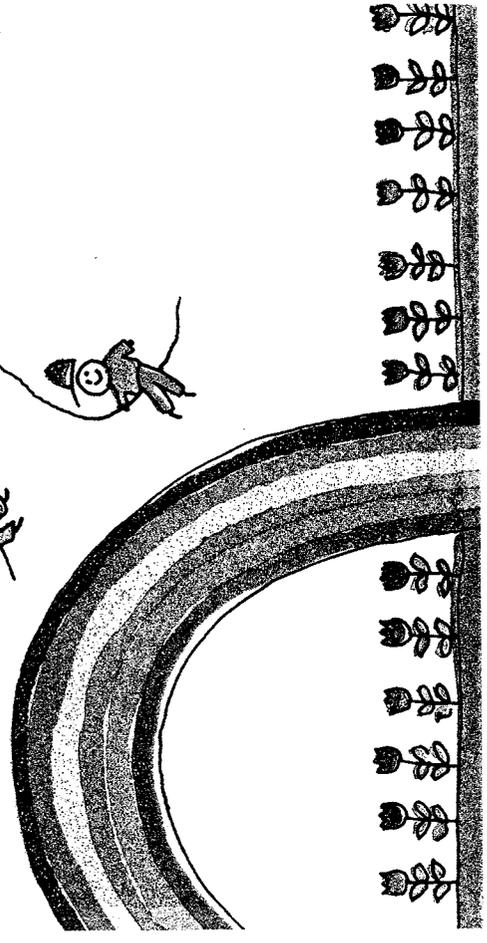
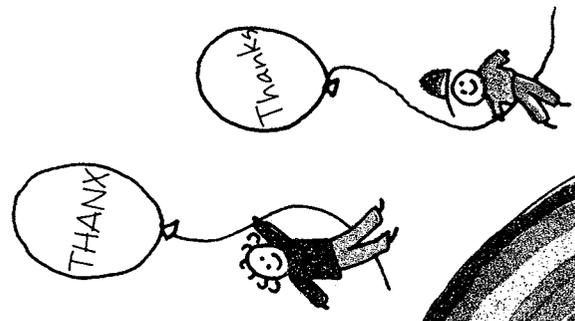
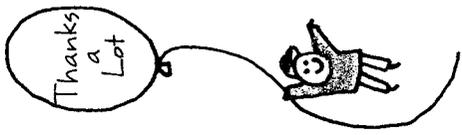
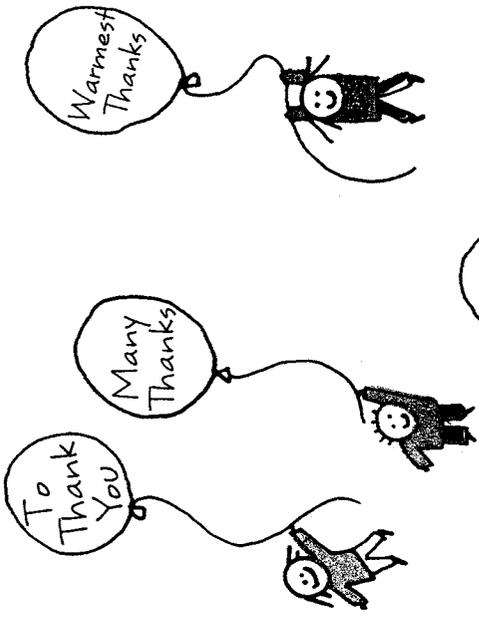
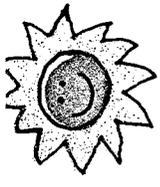
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Will, Carol

From: Meloy, Steve
Sent: Friday, March 04, 2011 3:47 PM
To: 'Doug Cordier'; Will, Carol
Subject: RE: School Health Program Interview Question

Doug,

1. NASBE is extremely involved with health school issues from a national perspective. They have partnered on many occasions with the Center for Disease Control (CDC) which has been a major source of funding for health related initiatives at the state level. At the beginning of the decade they published a comprehensive school health policy guide entitled, "Fit, Healthy, and Ready to Learn." The guide originally focused on physical activity, healthy eating, and tobacco use prevention. This guide was instrumental in starting a movement for more nutritious food choices in schools and school counselor involvement with nutrition related health problems, which could adversely impact learning and the creation of tobacco use prevention programs. NASBE has also partnered with the Safe and Drug-Free Schools and Communities Act, administered by the US Department of Education, as well as has been an integral partner in the Youth Risk Behavior Surveillance System (YRBSS). For the past 4-5 years the CDC emphasis with NASBE has been working on initiatives for HIV prevention in our schools, but lately has begun the process of changing the focus back to all the issues related to obesity particularly at the middle school level.
2. The Board of Public Education is a member of the Montana Healthy Schools Network and I am your representative to this working group made up of me, the Office of Public Instruction, and the Montana School Boards Association. We meet on a regular basis as a group and report out to the Board on our efforts at least twice a year. Topics of recent concern include nutrition and physical activity as it relates to obesity, and anti-bullying initiatives in schools which may require policy adjustments by the Board. This issue has risen to a priority primarily because of the rapid evolution of technology which allows bullying to follow a victim home. A mantra delivered at the last NASBE meeting in Salt Lake City is, "A computer lets you make more mistakes faster than any invention in human history with the possible exceptions of handguns and tequila." In all seriousness, some of the major concerns that we have even seen at our level is the misuse of text messaging by teachers to break down barriers of students. So you see, NASBE is focused on bullying which is delivered by students to students, students to teachers, and teachers to students. This whole issue has surfaced as a major concern in the healthy fit and ready to learn theme because of recent high-profile national incidents resulting in tragic outcomes.

As to the school nurse situation in the absence of adequate staffing, the Healthy Schools Network has dealt a bit with the problem of administering schedule II medicines to asthmatic, diabetic, and other health related issues that come to school with some students.

That is about it. If you need more, please write back.

Steve

From: Doug Cordier [<mailto:dcordier@sd6.k12.mt.us>]
Sent: Friday, March 04, 2011 2:58 PM
To: Will, Carol; Meloy, Steve
Subject: School Health Program Interview Question

Steve & Carol,

I'm preparing for next week's NASBE interview on school health program issues. Two questions I can't answer without your or Steve's help. Perhaps either of you can give me some guidance?

1. How familiar are you with NASBE's work on school health? Examples?
2. How is the state board (BPE) helping local education agencies address some of the school health program concerns in our state?

I'm scheduled to be interviewed Wednesday, March 9 at 1 p.m., so any assistance you can provide me or direction you can point me toward would be greatly appreciated.

Doug Cordier

Will, Carol

From: Gettel, Steve [sgettel@msdb.mt.gov]
Sent: Thursday, March 03, 2011 9:51 AM
To: Staff; amclean89@hotmail.com; ewilliams@youthhomes.com; Warhank, Anneliese; Smith, Barbara; olsonbernie@yahoo.com; Will, Carol; Villa, Dan; dcordier@sd6.k12.mt.us; John.Edwards@edwardslawfirm.org; Juneau, Denise; lvt@rangeweb.nt; Hall, Nancy; pmyersbpe@bresnan.net; Donovan, Pete; scarroll@midrivers.com; Stearns, Sheila; Meloy, Steve
Cc: agundylaw@qwest.net; bnorbie@somt.org; bweber2@fib.com; Stapleton, Corey; dredburn@montana.edu; Devine, Cheryl; dbalko@montana.com; vantighembe@bresnan.net; musgrove@mtintouch.net; miral.gamradt@gmail.com; scott.patera@northwestern.com; smcintyre@greatfallslibrary.org
Subject: Legislative Update

Staff:

If you read the Tribune or caught the news last night you'll see there was nothing reported about action taken on MSDB's budget by the House Appropriations Committee. However, you can generalize the reported action taken on the university system to all agencies in Section E heard as of yesterday. No amendments to restore funds were approved by the committee. All votes on these amendments fell along party lines.

Representative Mehlhoff moved three amendments for MSDB; approval of a decision package to fund \$4,908 to restore the remaining 5% personal services reduction made to Student Services Program and \$79,916 to Education Program, \$26,938 to fund a present law adjustment for personal services for salaries for extracurricular activities, and \$43,038 to restore funding for repair and maintenance of buildings and equipment.

This total of \$154,800 would restore nearly all reductions made by the both the Governor's office in the original budget proposal and the Joint Education Appropriations Subcommittee. Representative Hollingsworth, who chaired the Joint Education Appropriations Subcommittee, indicated that the House republicans would consider restoring some funding to education when they have a report from the Taxation Committee that indicates sufficient funds will be available to cover the reinstatement of funds.

Last month the Joint Education Appropriations Subcommittee did restore over 3% of the original 5% reduction by giving back the FTE and most of the funding for about 8 positions in the Education and Student Services Programs. This was a very important move that does recognize the importance of what we do for our students.

Currently our budget is in fair shape in terms of having the FTE and sufficient funds to maintain all the staff for our current level of programming. However, \$150,000 represents about a 2.4% reduction in general funds. I did explain to the committee prior to Representative Mehlhoff moving amendments that the problems posed by the reductions include; a lack of money in personal services to cover vacancy savings which our school cannot generate given the nature of our operation and funding, and a shortage in funds to ensure that we can maintain our utilities and buildings so that they are both as safe and as sound as they should be. Additionally the extra curricular compensation is contractual and must be paid. A shortage of funds for salaries compounds our problem with meeting vacancy savings targets.

Another area where we are short at this time is with operating funds for educational supplies and materials.

House Appropriations will take no further action on our budget which will now go to the House floor for debate probably sometime later next week. It is possible that amendments may be made to our budget at that time. Beyond what we know today, it's anyone's guess as to where our budget will be when it's passed to the Senate.

I will be communicating with the Appropriations Committee and members of the House prior to floor action.

If you have any questions do not hesitate to contact me.

Steve

Steve Gettel
Superintendent
Montana School for the Deaf and the Blind
3911 Central Avenue
Great Falls, Montana 59405
sgettel@msdb.mt.gov
406.771.6000
FAX 406.771.6164
Website www.msdb.mt.gov



Board of Public Education

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Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
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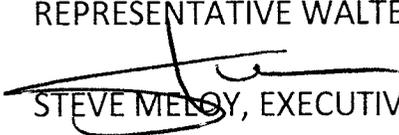
Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

MEMORANDUM

TO: REPRESENTATIVE WALTER MCNUTT

FROM:  STEVE MELOY, EXECUTIVE SECRETARY

RE: BOARD OF PUBLIC EDUCATION HEARING

DATE: MARCH 1, 2011

Please find attached information regarding our opportunity to present to the House Appropriations Committee under Section E beginning Wednesday, March 2, 2011. The information points to major deficiencies remaining to the Board of Public Education's budget and suggested language to remedy our concerns.

Our greatest concern is the 5% reduction to our current base budget which the subcommittee originally allowed us to be exempt from, as provided for in MCA 17-7-111. The language showing eligibility for an exemption is shown on the last page. The Joint Education Appropriations Subcommittee then reversed its decision and applied the 5% reduction. Our agency meets criteria for the exemption in that our 4 FTE is much lower than the 20 FTE cut-off and that the State Special Revenue Funds that we manage do not transfer any investment earnings or fund balances to the General Fund. (See MCA 17-7-111 on page 6)

Thank you for your consideration in this regard.

Will, Carol

From: Meloy, Steve
Sent: Friday, February 25, 2011 1:34 PM
To: 'Kimberly Charis'
Cc: Will, Carol
Subject: RE: NASBE State Innovations
Attachments: Montana Big Sky Pathway Initiative.doc

Kimberly:

We are pretty excited about the attached initiative. Our Board has made facilitating transition to opportunities past K-12 a priority. Hope you can use it.

Thanks,

Steve

From: Kimberly Charis [<mailto:kimberlyc@nasbe.org>]
Sent: Thursday, February 17, 2011 7:54 AM
To: Meloy, Steve
Subject: Re: NASBE State Innovations

Good morning, Steve:

Appreciating your busy schedule, I thought I would send additional information that might help you identify an education initiative for NASBE's State Innovations. Below is a list of recent publications that highlight initiatives in other states.

Thank you again for your time.

- Georgia's Dual Enrollment Program
- Illinois' Early Childhood System
- Louisiana's Career and Technical Program
- Missouri's Parents as Teachers Program
- Kentucky's Plan for Improving Adolescent Literacy
- Massachusetts' Expanded Learning Time Initiative

Best,
Kimberly

On Thu, Feb 10, 2011 at 12:25 PM, Kimberly Charis <kimberlyc@nasbe.org> wrote:
Dear Steve:

NASBE is searching for new or cutting-edge state education initiatives for our 2011 State Innovations publication. Please provide us with one or two progressive education efforts that are taking place in Montana (e.g. programs, curricular innovations, etc.).

I've attached two State Innovations just in case you are not familiar with our work.

Thank you for your time and all that you do to support the Montana State Board of Education.

Best,
Kimberly

--

Kimberly Charis, MS

Project Associate

National Association of State Boards of Education

2121 Crystal Drive, Suite 350

Arlington, VA 22202

Tel: 703.684.4000, Ext. 1122

Fax: 703.836.2313

Email: kimberlyc@nasbe.org

www.nasbe.org

--

Kimberly Charis, MS

Project Associate

National Association of State Boards of Education

2121 Crystal Drive, Suite 350

Arlington, VA 22202

Tel: 703.684.4000, Ext. 1122

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www.nasbe.org

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Montana Big Sky Pathways Initiative

Through a partnership between the Montana Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) Montana's programs of study—*Big Sky Pathways*—represent a recommended sequence of courses based on a student's personal interests and career goals. *Big Sky Pathways* are based on the work of the States' Career Clusters initiative. Programs of study provide a roadmap for students to navigate educational options and prepare them to successfully transition into postsecondary education, careers, and lifelong learning. Further, programs of study serve as a tool for collaboration between the learner levels, a framework for curriculum revision and alignment and a dynamic mechanism ensuring Career and Technical Education (CTE) is meeting the needs of the ever-changing economy. In a collaborative effort of the Montana Department of Labor, OPI, and OCHE the web-based guidance tool, Montana Career Information System (MCIS) was enhanced to include the state-level Big Sky Pathways models, the capacity to upload approved individual high school's Big Sky Pathways, and a means for students to customize and link a four-year high school plan with an actual Montana two-year college program. Additionally, through the legislature-mandated Transfer Initiative and common-course numbering of our postsecondary institutions, Montana now has common targets for secondary/postsecondary course articulations. Career and Technical Education Statewide Articulation (START) agreements were developed to provide the opportunity for secondary students to acquire postsecondary credits. To facilitate the development of Big Sky Pathways, the secondary CTE area specialists from the OPI partnered with postsecondary faculty members to provide technical assistance trainings on the campuses of the Big Sky Pathways participating postsecondary institutions to secondary educators. The trainings aided secondary schools in the actual development of local programs of study based on the *CTE Program of Study Design Framework with 10 Components* developed by OVAE.

Will, Carol

From: Meloy, Steve
Sent: Thursday, February 24, 2011 2:15 PM
To: 'rmehlhoff@yahoo.com'
Cc: Will, Carol; Moe, Jon; Hall, Nancy; Smith, Barbara; Patty Myers
Subject: Board of Public Education amendments to HB 2

Dear Representative Mehlhoff:

We are working with staff of the House Appropriations Committee on three separate amendments to essentially restore our budget request to that of the Governor's. As you recall, we were originally exempted by the sub-committee from the 5% reductions which other small agencies (under 20 FTE) enjoy and then they were later applied. One amendment is to restore the exemption from the cuts.

A second amendment is for the board to accept the Governor's reduction to our base as the Board's good faith effort to help out the cause for reduced spending.

The third amendment is to restore the fund switch from special revenue to general fund in the amount of \$15,000 per year. This amendment will fix an overuse of teacher fees to fund our operation and restore general fund which has enjoyed a savings over the past few biennia. The special revenue fund was utilized over those years to draw down the fund balance. Without this fund switch the special revenue fund is projected to go negative in FY2014.

As we prepare, Jon Moe said we should attach a member's name to the proposed amendments. Given your advocacy in sub-committee and support for education we would hope you could help us out. Please let me know if you are unable to consider/offer these amendments. We will be able to offer documentation and speak to each on Wednesday.

Thanks in advance,

Steve

Cell# (406) 439-5057

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



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Doug Cordier
Columbia Falls

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

MEMORANDUM

TO: REPRESENTATIVE HOLLANDSWORTH
FROM: ~~STEVE MELOY~~, EXECUTIVE SECRETARY
RE: PROPOSED LEGISLATION 20-4-109
DATE: FEBRUARY 22, 2011

Per the request of the subcommittee, please find attached proposed language to raise the teacher fee dedicated to the operation of the Certification Standards and Practices Advisory Council (CSPAC). This is in response to your interest in restoring the fund balance for the Board of Public Education by increasing fees to cover the cost of the Advisory Council.

The bill would simply change under MCA 20-4-109 (1)(a) the amount of \$4 to \$6, which would raise the overall teacher fee from the amount established in 1991 of \$6 to a current amount, if this legislation is successful, of \$8.

As you recall the preferred method of achieving fund balance for the Board of Public Education's operation is to have the level of General Fund in the amount of \$15,000 per fiscal year restored.

If you have any questions, please do not hesitate to contact me at 439-5057.

Montana Code Annotated 2009

[Previous Section](#) [MCA Contents](#) [Part Contents](#) [Search](#) [Help](#) [Next Section](#)

20-4-109. Fees for teacher and specialist certificates. (1) A person applying for the issuance or renewal of a teacher or specialist certificate shall pay a fee not to exceed ~~\$6~~ \$8 for each school fiscal year that the certificate is valid. In addition to this fee, a person who has never held any class of Montana teacher or specialist certificate or for whom an emergency authorization of employment has never been issued shall pay a filing fee of \$6. The fees must be paid to the superintendent of public instruction, who shall deposit the fees with the state treasurer to the credit of the state special revenue fund account, created in subsection (2), to be used in the following manner:

(a) ~~\$4~~ \$6 for expenses of the certification standards and practices advisory council created in 2-15-1522;

(b) \$2 to the board of public education and the certification standards and practices advisory council for activities in support of the constitutional and statutory duties of the board of public education and the certification standards and practices advisory council.

(2) There is an account in the state special revenue fund. Money from fees for teacher or specialist certificates required in subsection (1) must be deposited in the account.

History: En. 75-6009 by Sec. 79, Ch. 5, L. 1971; R.C.M. 1947, 75-6009; amd. Sec. 11, Ch. 511, L. 1979; amd. Sec. 5, Ch. 465, L. 1987; amd. Sec. 1, Ch. 103, L. 1989; amd. Sec. 4, Ch. 628, L. 1989; amd. Sec. 2, Ch. 495, L. 1991; amd. Sec. 26, Ch. 509, L. 1995; amd. Sec. 1, Ch. 165, L. 1999; amd. Sec. 1, Ch. 173, L. 2003.



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Columbia Falls

Tim Seery, Student Rep.
Great Falls

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

February 8, 2011

Kathy Johnson, Principal
Lincoln Elementary School
624 27th Street South
Great Falls, MT 59405-3299

Dear Ms. Johnson,

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2011 Adrian Langstaff Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to your school and the Great Falls community is very much appreciated.

Thank you for your dedication to the students of your school through your forty years as an educator and enjoy retired life. The State of Montana is fortunate to have educators like you!

Sincerely,

A handwritten signature in cursive script, appearing to read "Patty".

Patty Myers
Chairwoman



Board of Public Education

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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

February 8, 2011

Renee South
84 4th St
Vaughn, MT 59487-9723

Dear Ms. South,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the 2011 Friends of Education Award recipient by the Montana Association of Elementary and Middle School Principals (MAEMSP). Your continued commitment to your school and the Vaughn community is very much appreciated.

Thank you for your dedication to the students, teachers, and fellow parents of your school.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

February 8, 2011

David Wick, Principal
Columbia Falls Junior High School
PO Box 1259
Columbia Falls, MT 59912

Dear Mr. Wick,

On behalf of the Board of Public Education, I would like to congratulate you on being awarded the Distinguished Principal Award by the Montana Association of Elementary and Middle School Principals. Your continued commitment to your school and the Columbia Falls community is very much appreciated.

Thank you for your dedication to the students of your school and good luck in earning the Distinguished Principal Award at the national level!

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Tim Seery, Student Rep.
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Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

February 8, 2011

Darren Schlepp, Principal
Edgerton Elementary School
1400 Whitefish Stage
Kalispell, MT 59901

Dear Mr. Schlepp,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Elementary School level recipient of the 2011 National Distinguished Principal for Montana by the Montana Association of Elementary and Middle School Principals (MAEMSP). Your continued commitment to your school and the Kalispell community is very much appreciated.

Thank you for your dedication to the students of your school and enjoy your trip to Washington D.C.!

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Sharon Carroll - Vice Chair
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Erin Williams
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Bernie Olson
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Tim Seery, Student Rep.
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Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

MEMORANDUM

TO: REPRESENTATIVE HOLLANDSWORTH

FROM: 
STEVE MELOY, EXECUTIVE SECRETARY

RE: PROPOSED COMMITTEE BILL

DATE: FEBRUARY 4, 2011

Please find attached a copy of MCA 17-2-108 entitled "Expenditure of non-general fund money first." Per discussions in your joint sub-committee on budget management for the Board of Public Education, we indicated that not being exempt from this language causes us great difficulty in managing our special revenue accounts. A small amendment to this statute appropriately including the Board of Public Education would put us in the same category as other small agencies such as the Montana Historical Society, the Montana State Library, and the Montana School for the Deaf & Blind.

If you concur in going forward with this proposal, Barb Smith has indicated that she would prepare the language in a bill.

Thank you for your consideration of this request.

Will, Carol

From: Meloy, Steve
Sent: Friday, February 04, 2011 11:46 AM
To: 'pmyersbpe@bresnan.net'; scarroll@midrivers.com; 'olsonbernie@yahoo.com'
Cc: Will, Carol
Subject: Committee Bill/ HJ 7/HB 347

Dear all:

I have drafted a memo to request the Joint Appropriations Sub-Committee on Education request a bill to exempt the Board of Public Education from MCA 17-2-108 currently requiring us to expend special revenue appropriation before general fund. This was an area that we were cited on by our last legislative audit. I had not originally intended to request a bill but the issue was raised a number of times in sub-committee and it would be a positive step in the recognition that the BPE should operate primarily on general fund appropriation. The rationale to exempt us from this requirement other than we are such a small agency is that it allows us to manage our special revenue expenditures more appropriately.

Please let me know of any concerns you may have. Also, on Monday, February 7, I will attend House Education executive action to answer any questions regarding <http://data.opi.mt.gov/bills/2011/billpdf/HJ0007.pdf> and <http://data.opi.mt.gov/bills/2011/billpdf/HB0347.pdf>.

If you have any questions or concerns, please contact me asap.

Thanks,

Steve

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

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

February 17-18, 2011

**HAMPTON INN
Montana Room
725 Carter Drive
Helena, MT**

February 17-18, 2011 - Thursday
8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:34 AM. The Pledge of Allegiance was led by Mr. Tim Seery. Ms. Lila Taylor and Mr. Doug Cordier were introduced and welcomed. Mr. Bernie Olson was not in attendance due to a friend's funeral. Ms. Carol Will took roll call; a quorum was noted. Ms. Britannia Leys, Assistant to the State Director from Senator Max Baucus, was introduced.

CONSENT AGENDA

Ms. Patty Myers pulled the correspondence and financials from the consent agenda. The minutes from the December 2-3, 2010 were approved as presented.

Ms. Patty Myers specifically requested that the January 14, 2011 letter to Roy Hollandsworth, Chair of the Joint Subcommittee on Education be discussed during the legislative update in the Executive Secretary's report.

Ms. Patty Myers noted the correspondence in regard to the NASBE dues and requested that the Board of Public Education discuss them during the Executive Secretary's report along with the financials.

ADOPT AGENDA

Ms. Patty Myers reported that Mr. Steve Gettel will not present the MSDB report on February 18, 2011 and it will be presented by Ms. Patty Myers prior to the licensure hearings on the same day.

Mr. John Edwards moved: to approve the agenda as amended. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. John Edwards, Mr. Erin Williams, Ms. Lila Taylor, and Mr. Doug Cordier, and Student Representative Mr. Tim Seery. Staff present included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent, Denise Juneau; Mr. John Cech, Deputy Commissioner for Two-Year and Community College Education, represented Commissioner Sheila Stearns; and there was no representative for Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Norma Bixby, MACIE; Ms. Beck McLaughlin, Montana Arts Council; Dr. Jayne Downey, Montana State University-Bozeman; Dr. Larry Baker, Montana State University-Bozeman; Dr. Lynette Zuroff, Director of Teacher Education & Professor, Carroll College; Ms. Ann Gilkey, Chief Legal Counsel, OPI; Ms. Linda Brandon-Kjos, Legal Services Administrative Officer, OPI; Ms. Judy Snow, Assessment Specialist, OPI; Ms. Pam Collins, Assistant Attorney General, Agency Legal Services Bureau; Ms. Sarah Cline, Rural Dynamics; Mr. Steve Cape, Rural Dynamics; Ms. Kris Goyins,

Communication Arts Curriculum Specialist; Ms. Kelly Glass, Accreditation Accountability Specialist, OPI; Ms. Debra Silk, Attorney, MTSBA; Mr. Mark Faroni, Principal, Dixon Public Schools; Mr. Greg Landon, Chair, Dixon Board of Trustees; Ms. Rebecca Burg, Teacher; Mr. JC Weingartner, Attorney, MEA-MFT; Miss Fiona Williams; and Ms. Patsy O'Keefe.

INFORMATION

Item 1 CHAIRPERSON'S REPORT - Patty Myers

- December 10, 2010 Chapter 55 Leadership Meeting Conference Call
- January 3, 2011 Sarah Cline of Rural Dynamics RE: Financial Literacy Great Falls, MT
- January 6, 2011 BOE Shared Policy Goals-Joint Subcommittee on Education-Helena, MT
- January 7, 2011 BPE Budget Presentation-Joint Subcommittee on Education-Helena, MT
- January 17, 2011 MSDB Foundation Meeting-Great Falls, MT
- January 25, 2011 Scheduling Conference Call-Case #2010-05
- January 27, 2011 Elementary & Middle School Administrators Meeting-Great Falls, MT
- February 8, 2011 MSDB Committee Meeting Conference Call
- February 16, 2011 State of Education-Helena, MT
- February 16, 2011 Chapter 55 Planning Meeting-Helena, MT

BOARD OF PUBLIC EDUCATION APPEARANCES

Sharon Carroll

- January 25, 2011 Scheduling Conference Call-Case #2010-05
- February 16, 2011 State of Education-Helena, MT
- February 16, 2011 Assessment Meeting-Helena, MT
- February 16, 2011 Chapter 55 Planning Meeting-Helena, MT

Bernie Olson

- February 8, 2011 MSDB Committee Meeting Conference Call

John Edwards

- January 20, 2011 Assessment Conference-Billings, MT

Doug Cordier

- February 16, 2011 State of Education-Helena, MT
- February 16, 2011 Assessment Meeting-Helena, MT

Tim Seery

- February 16, 2011 State of Education-Helena, MT

Ms. Patty Myers welcomed Erin Williams' daughter Fiona and her mother-in-law Patsy O'Keefe.

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

Mr. Steve Meloy reported that he is registered to lobby on behalf of the Board of Public Education. The BPE's agency continues to follow the direction of the Governor and the Budget Director. Since 2001 the Legislative Fiscal Division raised the issue regarding teacher fees. In the 2013 Biennium LFD Budget Analysis presented the following options:

- Introduce legislation to increase the fees for teacher and specialist certificates and adjust the allocation to deposit the additional revenue in the research fund for operations of the Board
- Reduce expenditures of the Board by \$15,000 per year, the amount necessary to maintain the current ratio of General Fund support

- Appropriate additional General Fund to the Board for operations

The LFD continues to note that the revenues to the Research Fund, which are used to support a portion of the expenses of the Board as well as the Certification Standards and Practices Advisory Council (CSPAC), are not sufficient to fund ongoing operations and will be depleted if the current rate of revenue and spending continues by FY 2014. Therefore, the issue for the legislature is whether to increase fees, reduce expenditures, or increase the current general fund. In 2005, the Board of Public Education was allowed to use the Research Fund to offset the operational costs of CSPAC and the BPE. The cash balance in the Research Fund was high and the General Fund had a reprieve of \$15,000 per year to reduce the cash balance in the Research Fund. Now the Board of Public Education is requesting a fund switch of \$15,000 per fiscal year. The January 14, 2011 letter that Ms. Patty Myers wrote to Representative Roy Hollandsworth, on behalf of the Board, stated this issue and stressed that the General Fund has a responsibility to fund the Board of Public Education's constitutional responsibilities. Mr. Steve Meloy reported that during the Education Appropriations Subcommittee hearing he was directly asked by a republican member about the licensing fees in Montana. The Education Appropriations Subcommittee passed an increase to the licensure fees from \$6 to \$10. The Board of Public Education does not support the licensure fee increase, but would like to be at the table in the event that the increase becomes law. The Education Appropriations Subcommittee passed the increase from \$6 to \$10, and the BPE believes this is too much of an increase. The recommendation from the Board of Public Education, if this moves forward and if the fund switch is not approved, is to raise the fees from \$6 to \$8. The additional \$2 would be placed in the Advisory Council Fund and an appropriation increase in the same fund would offset the expenditures to the Research Fund for CSPAC's operating costs. Mr. Steve Meloy also reported that MCA 17-2-108 requires, with limited exceptions, an office or entity of the executive, legislative or judicial branch of state government to apply expenditures against appropriated non-General Fund money whenever possible before using General Fund appropriations. Mr. Steve Meloy believes that the Board of Public Education should be exempt from MCA 17-2-108. State Superintendent Denise Juneau reported that Representative Roy Hollandsworth plans to move forward with the teacher licensure increase and will work with Mr. Meloy on the language. Superintendent Juneau also cautioned that opening the statute often leads to many more amendments. Mr. Meloy is reluctant to have the Board of Public Education make a decision until the Certification Standards and Practices Advisory Council makes a recommendation since it is their program funding. Discussion ensued about teachers across the state contacting Ms. Patty Myers; a companion bill; fees set in statute; other boards set fees in rule; opening statute for further amendments; a BPE member thought that MEA-MFT may like the BPE to control licensure fees; and the Governor's intent not to sign the bill. A decision was tabled until Friday, February 18, 2011 in regard to the Board of Public Education considering a public statement. Ms. Patty Myers expressed her concern about writing the letter to Representative Hollandsworth on behalf of the Board of Public Education without having a statement from the Board.

Mr. Steve Meloy also reported that the BPE was exempt from the 5% overall reduction according to MCA 17-7-111, but the Education Appropriations Subcommittee voted to reverse the exemption and apply the 5% cut to the BPE and the CSPAC. Mr. Meloy also stated that the fund switch may remain to be a challenge because it is requesting to increase the General Fund appropriation. State Superintendent Denise Juneau stated that she is pleased that the OPI and the BPE agreed to sign the Shared Policy Goals and anticipates the opportunity to move forward to the House Appropriations Committee.

Mr. Steve Meloy distributed a list of bills to watch and provided an update. Ms. Patty Myers noted that the Office of Public Instruction will come before the BPE with a recommendation in regard to the Common Core Standards at its May meeting.

Ms. Carol Will reported that the BPE paid \$11,216 for half of the 2011 dues for the National Association of State Boards of Education. The remaining ½ is scheduled to be paid on July 1, 2011 from the FY2012 appropriation. Ms. Patty Myers said that the BPE would not submit any further payment for NASBE until the BPE discusses this further at its May meeting and once the legislature completes its work. Mr. Steve Meloy stated that it would be a savings for the fiscal year, but that the legislature may cut it from the

BPE's appropriation in future sessions. Discussion ensued about the following: span of time between BPE meetings since one was cut in FY2011; line items on the budget; attending national meetings; new member institute; and the Jones-Tamm Lecture Series.

Public Comment

Ms. Sarah Cline and Mr. Steve Cape from Rural Dynamics Incorporated (RDI) addressed the Board in regard to the work that they do with youth in Montana to assist them in obtaining financial independence.

RDI has been providing free financial consultations across Montana since 1968. While still providing credit counseling, debt management plans, and financial education services, the organization has expanded partnerships and programs to offer free tax preparation services; Individual Development Account (IDA), matched savings for school or homeownership, programs; policy advocacy work; Bridge to Benefits, on-line and anonymous work support screening tool; and other strategies to help move families to financial security. Mr. Steve Cape recommended that high school students take ½ credit in financial training and planning as a high school graduation requirement as Chapter 55 is being revised. Mr. Cape continued to report that students who are better trained in finances are better stewards and will make the communities in which they live more economically competitive. Dr. Linda Vrooman Peterson reported that the Office of Public Instruction has been engaged with RDI and other organizations in the preparation of revising the Social Studies Standards in which personal finances would exist. The Social Studies Standards are scheduled to begin in 2012 with an expected adoption date of 2013. Dr. Peterson also pointed out that Chapter 55 identifies the number of high school credits for graduation, but does not designate required courses.

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

State Superintendent Denise Juneau reported that the Governor's proposed budget died, but there are some different school funding bills that are being prepared in an attempt to equalize county taxes. Section E closed on February 16, 2011 in the Joint Education Appropriations Subcommittee and everything shifted to the House Appropriations Committee. Currently K-12 education is about \$48 million below the Governor's proposed budget. There were reductions in adult education and the double federal funding match; gifted and talented funding; career and technical education; and instate treatment for children who are served at Shodair Children's Hospital. The sum of these reductions along with matching funds equate to about \$8 million. State Superintendent Denise Juneau stressed that there was no action to the Office of Public Instruction's K-12 budget except cuts and she reiterated how difficult it is to re-establish the funding for these programs. The Office of Public Instruction is concerned about reducing its staff by approximately 30 people with the reductions that exist at this time. There have been proposed bills to do away with the Office of Public Instruction, cut the OPI in half, and reduce the education level of the State Superintendent. The new legislators see the large appropriations allocated to the Office of Public Instruction, but do not realize what a small portion of that funding is used to operate the Office of Public Instruction. Most of the appropriation is allocated to schools. The legislature is required to notice hearings 72 hours in advance, but it is not happening. State Superintendent Denise Juneau stressed that the education community needs to get fired up and get involved because there is an attack on public education. Discussion ensued about the following: Economic development following talent; concerns for adult education and GED programs; knowledge and experience in the senate; bullying; the legislature is not the only rule making body; and the need to work together.

MACIE NOMINATION (ACTION)

State Superintendent Denise Juneau approved and recommended Bertha Other Bull for the Montana Advisory Council on Indian Education (MACIE) that was nominated by the Commissioner of Higher Education to represent the Montana University System. The Board of Public Education accepted the nomination without objection.

11:00 AM State Superintendent Denise Juneau departed

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

Mr. John Cech, Deputy Commissioner for Two-Year and Community College Education, reported that he began in this position on January 1, 2011. Previously he served as the Dean and Campus CEO of the MSU Billings College of Technology for 9 years and before that he was the Dean of Rocky Mountain College for 12 years. As the Deputy Commissioner for Two-Year and Community College Education, he chairs the Two-year Council that was created by the Board of Regents to build two-year partnerships and coordination of curriculum with two-year colleges. The major focus of the Two-year Council is to work on grants, build engagements with businesses and secondary schools through career and educational pathways, and work closely with the seven sovereign tribes in Montana. Montana's two-year colleges are about providing the following: Affordable access to both traditional and non-traditional students; university transfer opportunities, pathways for high school students through dual enrollment, and opportunities for students to go directly to the workplace. Two-year colleges are critical to the economic infrastructure of Montana. Mr. Cech is also the State Director for the Carl D. Perkins Funds which are close to \$6 million. A large portion of these funds go to K-12 schools and the post-secondary level to provide monies to support career pathways through the Big Sky Pathways Initiative. The funds also support student completion and retention initiatives, equipment purchases, and building partnerships.

Mr. John Cech continued to provide the following highlights from the Colleges of Technology and Community Colleges in regard to their responsiveness due to the economic down turn: Missoula COT enrolled 70 dislocated workers who lost their jobs from Stimson Lumber and enrolled 80 additional dislocated workers who lost their jobs from Smurfitt-Stone Container Corporation and helping others who were laid off from Macy's and Montana Rail Link; MSU Billings COT was there in Big Timber when the Stillwater Mining Company laid off 350 people to retrain; MSU Great Falls COT is working to develop a statewide sustainable energy wind project; Flathead Valley experienced the greatest economic shift and Flathead Valley Community College enrolled 421 displaced workers in 2010; and Miles Community College is being proactive to bring North Dakota students to Montana and support the development in Otter Creek if that happens. Mr. John Cech reviewed the growth within the last nine years by a headcount of over 128% that occurred in the two-year sector with the 5 Colleges of Technology. Three community colleges grew about 21%. The Missoula COT has grown by 109% and there is a bonding bill that would allow for a new building instead of students continuing to meet in double-wide trailers. The Billings COT grew by approximately 91%, Great Falls COT grew by approximately 72%, Helena COT grew by approximately 43%, and Flathead Valley Community College grew by approximately 75%. The growth reported encompasses traditional and non-traditional students. The four-year universities only experienced an 8% growth in non-traditional students. The community colleges are reaching out to the adults, which is why the adult basic education funding and the GED funding are so important. About 96.1% of the graduates are placed in the field and about 94% are placed in Montana because the two-year colleges have a direct connection to the local communities.

Mr. John Cech also reported that Commission Sheila Stearns is working hard on the transferability initiative. This initiative is making sure that credits taken at any of the colleges are transferable through a process of common course numbering. Other topics addressed were: National recognition by the Lumina Foundation through an initiative called College Now; reviewed the 6 key strategies of College Now; and the streamline version of the MUS Core called Course Choices that Count.

The Course Choices That Count (CTC) Pathway Certificate for the Montana University System Transferable Core guides students to take courses that simultaneously satisfy the course requirements within the six "MUS Core" categories and meet specific requirements in nearly 30 majors, thus helping prospective transfer students make choices that count as the appropriate general education foundation for their chosen major. Students who have completed the CTC Pathway Certificate are assured that all the credits taken from this pathway count for major-specific general education requirements at the receiving campus and that the certificate as a whole counts as the equivalent of completing the receiving campus' own approved general education program (<http://mus.edu/transfer/genedbycampus.asp>).

However, additional lower-division general education courses may be required in subsequent years of study to meet requirements in some majors.

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan reported that the Certification Standards and Practices Advisory Council (CSPAC) will be meeting in Helena on March 3, 2011. One focus of the CSPAC meeting is to continue working on a comprehensive update of the Educators of Montana Code of Ethics. A different meeting is scheduled to address providing adequate training for Braille instructors and sign-language interpreters on February 23, 2011 with the Office of Public Instruction and others who participated in the writing of the new standard adopted by the Board of Public Education. The highlights from CSPAC's January 13, 2011 meeting were reviewed. On June 5-8, 2011, Sharon Carroll, Sharon Applegate, and Peter Donovan will attend the NASDTEC Conference in Sacramento, CA. Discussion ensued about the minimum requirements established for the standards of Braille instructors and sign-language interpreters.

Item 6 GOVERNOR'S OFFICE REPORT - Dan Villa

No report presented.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Tim Seery

Mr. Tim Seery reported that he was honored to attend the State of Education. He applied to some of the following universities: Yale, Dartmouth, Harvard, Duke, and William & Mary to name a few. Mr. Seery has been accepted by a few, but he is waiting to determine all options before making a final decision. Ms. Patty Myers passed around the CM Russell High School newspaper's December 16, 2010 edition of the *Stampede*.

During the May BPE meeting Mr. Tim Seery will introduce his successor to the Board. The Montana Association of Student Councils will make their decision at the end of March or early April. Mr. Seery hopes that someone from the Board of Public Education will participate in the interviews for the new student representative. Ms. Patty Myers said she will notify those in the Billings area as to when these interviews will occur.

Mr. Tim Seery provided an overview of how the music program begins in Great Falls at the elementary level with students selecting instruments after receiving a presentation and becoming mesmerized with them. Often schools will take the hatchet to music programs when funding becomes tight, thinking it is a frivolous area, when in fact the statistics prove that students who study music, compared to those who do not, achieve higher SAT scores. Mr. Seery continued to describe the All-State and All-Northwest Music Competition that is held each year in Bellevue, Washington where students have the opportunity to perform under the direction of world-renowned musicians. Many professional musicians credit this group experience as crucial in their decision to choose music as a career. Thousands of others whose career paths took them in other directions have great memories of participating in this inspiring and motivating musical experience and claim that it was a life-changing experience for them. In conclusion, Mr. Tim Seery reported his involvement with playing cello in the Great Falls Symphony Orchestra and the Great Falls Youth Orchestra.

12:00 PM Mr. John Cech departed

DISCUSSION

Item 8 MACIE REPORT - Norma Bixby

Ms. Norma Bixby provided a summary of the January 28, 2011, MACIE meeting. The MACIE agenda items included: Legislative Update, GEAR UP Report, Schools of Promise and School Improvement Grant Updates, OPI Indian Education Division Report and the American Indian Legal Awareness Program.

Ms. Norma Bixby reported that Mr. Dennis Parman provided an update to MACIE on the Digital Academy. Discussion ensued about the possibility of providing Native American Language and Culture to the Montana Digital Academy course offerings; providing school districts more opportunities to ensure students are successful in the MT Digital Academy; and the importance of letting the legislature know how significant the MT Digital Academy is to students. Mr. Doug Cordier is an enrolled member of the Confederated Salish and Kootenai Tribes of the Flathead Nation and will be the MACIE Liaison from the Board of Public Education. The Montana Indian Education Association Annual Indian Education Conference is April 7-10, 2011 in Great Falls.

Item 9 CHAPTER 55 TASK FORCE PROGRESS UPDATE - Patty Myers and Dennis Parman

Dr. Linda Vrooman Peterson presented the overview of the Chapter 55 Joint Task Force of the Board of Public Education and the Office of Public Instruction that met on December 13-14, 2010. The expected outcomes for the December meeting were to:

1. Complete Chapter 55 draft rule language recommendations for consideration by constituents;
2. Identify key components and related data elements, appropriate to Montana, of a “blended” Performance Based Accreditation (PBA) model (innovative practice to encourage flexibility while ensuring education quality and accountability);
3. Establish working groups and conveners to provide communication between work sessions;
4. Establish next meeting dates.

The December 13-14, 2010 meeting materials were included. The December agenda and meeting accomplishments were posted on the Chapter 55 Joint Task Force web page:

http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3. The next meeting date for the Chapter 55 Joint Task Force is May 16-17, 2011. Discussion ensued that the Board of Public Education’s main responsibilities are to accredit schools and license teachers and it has been 10 years since Chapter 55 has been revised. Dr. Linda Vrooman Peterson explained that those on the task force had a great disparity between those who know Chapter 55 well compared to those who do not. There has been extensive effort to bring everyone to the same knowledge level and build a professional learning community. The task force intends to bring a draft to the Board of Public Education in the fall of 2011.

1:30 PM Mr. John Edwards departed

Item 10 COMMON CORE STATE STANDARDS - Nancy Coopersmith and Kristine Goyins

Information was presented concerning activities, planned and future, concerning the Common Core State Standards Initiative. In addition, an overview of the report, the Common Core State Standards and the Montana Standards Analysis Report was highlighted. The Office of Public Instruction contracted with two out-of-state content experts to create an alignment of the Montana grade level Essential Learning Expectations (ELE) in Communication Arts and Mathematics with the Common Core State Standards (CCSS).

Mr. Gary Graves, a private consultant from Oregon, completed the communication arts analysis. His overall findings state that: “the Common Core is stronger and potentially more useful to Montana educators and students and I recommend that Montana adopt the Common Core Standards. Two primary reasons support my belief:

- The Common Core offers an obvious and very systematic progression of student performances in the English Language Arts going from simple cognitive demands in primary grades to increasingly higher order thinking requirements in the secondary grades.
- The Common Core appendices also offer a very helpful collection of specific examples of appropriate grade-level texts and models of performance to guide teachers as they implement the standards in their classrooms.

I believe the Montana ELE are stronger in some areas than the Common Core, i.e., an emphasis throughout on student choice and self-exploration, and the consistent promotion of cultural awareness and understanding through the English Language Arts. Incorporating some of Montana’s diversity

language into the national standards will add to the quality of the Common Core for use in Montana's schools."

Dr. Eric Milou, a professor at Rowan University in New Jersey, completed the mathematics alignment. His overall findings state that: "the Common Core standards are more specific than Montana ELE; have little to no algebraic expectations in grades K-3; and push fractions/decimal work into earlier grades than Montana. The Common Core and Montana have geometry expectations at very different grade levels. Probability expectations are delayed in the Common Core. However, by grade 8, the expectations of Montana and the Common Core are about equivalent but they arrive there via two different paths. The high school expectations of the Common Core are more rigorous and more detailed than Montana's ELE."

1:50 PM Mr. John Edwards returned and Ms. Lila Taylor departed

A group of K-20 Communication Arts and Mathematics educators from across the state completed an alignment of the Common Core State Standards with the Montana Essential Learning Expectations using the Achieve Gap Analysis Tool. The teams agreed that the Common Core State Standards are what students need to know and be able to do. After listing the advantages and disadvantages regarding the CCSS, the team found the differences create a critical need for additional culturally relevant standards, professional development, and well-planned implementation.

The Common Core Comparison Tool was created by Achieve; the data are the result of judgments made by the members of the state analysis team. Achieve is an independent, bipartisan, non-profit education reform organization. The Achieve Gap Analysis report highlights key findings from the comparison. The Communication Arts findings resulted in 81 percent of the CCSS match the Montana ELE. The Mathematics findings resulted in 90 percent of the CCSS match the Montana ELE with the exclusion of high school science, technology, engineering, mathematics (STEM) "+" standards. With the inclusion of the high school science technology, engineering mathematics (STEM) "+" standards, the results were 81 percent of the CCSS matched the Montana ELE.

Another form of comparison was the use of the Survey of Enacted Curriculum (SEC). Content maps created through the SEC show a comparison between Montana's Content Standards and the Common Core State Standards. The SEC maps are created to illustrate the content of the standards based on the knowledge and skills within the standards document and the cognitive demand to which the students must apply the knowledge and skills. Montana's grade four, grade eight, and upon graduation benchmark maps are set alongside the Common Core State Standards at grade four, grade eight, and grades 9-12 for ease of comparison. The SEC contour maps give a visual of the similarities and differences in content and range of cognitive demand levels. These maps, along with graphs and tables, were included as part of the report.

Discussion ensued about the following: Indian Education for All is not included in the Common Core State Standards as written; may lead to a common national assessment; different paths coming to the same end at the 8th grade is ok if that is the only time students are tested; the CCSS look like curriculum at first blush, but they are definitely standards; the CCSS are more rigorous than Montana's; what would happen to Montana National Assessment of Educational Progress (NAEP) scores over time if Montana did not implement the CCSS; and the OPI recommended going to its website, take the survey, and read the Common Core State Standards.

Item 11 EDUCATOR LICENSE REVOCATION AND SURRENDER - Ann Gilkey

Review of statutes, Administrative Rules of Montana and procedures for revocation and surrender of educator licenses. Ms. Ann Gilkey provided the Board of Public Education with a copy of ARM 10.57.601-609 along with MCA 20-4-110.

2:40 PM Ms. Lila Taylor returned

Ms. Ann Gilkey began with MCA 20-4-110(2) quoting that “the board may initiate proceedings under this section if a request for the suspension or revocation of the teacher, administrator, or specialist certificate of any person is made to it by: (a) the trustees of a district as to a teacher, administrator, or specialist employed by that school or school district within the 12 months immediately preceding receipt of the request by the board of public education; or (b) the superintendent of public instruction.” Ms. Gilkey continued with (3)(a) that states, “If the employment relationship between a school district and a teacher, administrator, or specialist is terminated or not renewed or if a teacher, administrator, or specialist resigns to prevent termination or nonrenewal because the trustees have reason to believe that the teacher, administrator, or specialist engaged in conduct described in subsection (1)(e) or (1)(f), the trustees shall make a written report to the superintendent of public instruction describing the circumstances of the termination, nonrenewal, or resignation.” She pointed out that the school district is responsible to report these incidents to the Office of Public Instruction. This prohibits school districts from “passing the trash” or cutting deals with other school districts to remove these teachers from their particular school district. The Office of Public Instruction conducts an investigation. Ms. Gilkey continued to review MCA 20-4-110 (4), (5), and (6). She pointed out the exception to the rule found in MCA 20-4-110(6) that states, “After a hearing, the board may place a written reprimand in the person’s certification file or may suspend or revoke the person’s teacher, administrator, or specialist certificate, except that in the case of a first violation under subsection (1)(g), the maximum penalty is a 2-year suspension of the person’s certificate.” The reaction seems to be a less onerous action of this Board, but the statute trumps the rule. She continued to point out in MCA 20-4-110(6) that “The board may, upon a request by a school district, inform the school district that a person’s certification file includes a letter of reprimand, but the board may not provide a copy of the letter without first determining that the public’s right to know outweighs the person’s right to privacy.” Ms. Gilkey thought it was interesting that there were restrictions placed on the public’s right to know. Mr. John Edwards asked if the public has access to teacher’s files. Ms. Gilkey’s reply was no, but the Board of Public Education may, upon a request by a school district, inform the school district that a person’s certification file includes a letter of reprimand. Ms. Gilkey continued to state that she thought it was odd that a school district would not be automatically informed if there was a letter of reprimand in a teacher’s file.

Ms. Ann Gilkey continued reviewing the educator licensure disciplinary procedures found in ARM 10.57.601 – 609. Ms. Gilkey pointed out that there is an absence of a timeline in ARM 10.57.605 in regard to the surrender of a teacher, specialist or administrator license. In ARM 10.57.605(4) it states, “Surrender of a license may prejudice the ability of teacher, specialist or administrator to successfully seek relicensure in Montana in the same or any other educational endorsement.” This indicated to Ms. Gilkey that maybe surrenders are not meant to be permanent in all instances. Another rule addressed specifically was ARM 10.57.608(1) that states, “The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the Board from the denial of a teacher, specialist, or administrator license within three years prior to the application which is at issue, and that appeal was denied by the Board following a hearing, unless the appellant can show substantial changes in circumstances relating to the appellant’s eligibility for a license.” Therefore a surrender, which is not a case heard on appeal, can apply for a license without any time constraints. Ms. Gilkey asked the Board of Public Education if they would like to consider timeframes in regard to suspensions, revocations, and denials. She suggested that the BPE could establish timeframes without amending the rule, but she felt that it should be made clearer and recommended revising the rule to prevent being challenged. The rule does not say that you cannot revoke a license permanently. A case was shared in regard to the Office of Public Instruction sending a letter that is requesting a “permanent surrender” which has never been done before. Discussion ensued about permanent revocations and surrenders, legal standing from the BPE, challenging the Board’s authority, and the ability to take away the right of someone to earn a living in the event that they have been successfully rehabilitated. Ms. Gilkey replied that Title 39 from the Department of Labor does not apply to teacher licensure.

The question was raised whether the BPE should do away with surrenders and hear all cases. Discussion ensued that surrenders are good in most instances if timelines were attached; reduces publicity; lack of documentation on behalf of the BPE; three surrenders since 2009 could have been heard as revocation hearings before the BPE; obtaining the Attorney General's opinion; responsibility of school districts to report according to MCA 20-4-114; the BPE feels like a third party in a surrender; extending the consideration of an appeal from a denial to 5 years; reporting to NASDTEC; posting legal actions on the OPI website; BPE erred to the right of privacy; hiring procedures; and the request from the Board of Public to the State Superintendent of Public Instruction to recommend a revised rule to address the raised concerns.

ACTION

PUBLIC COMMENT

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

3:30 PM Closed Meeting

Item 12 ACTION REGARDING BPE DENIAL CASE #2009-05 (CLOSED) - Steve Meloy and Pam Collins

3:56 PM Opened Meeting

Ms. Sharon Carroll moved: to uphold the State Superintendent of Public Instruction's recommendation to deny issuance of a teacher license in case #2009-05. Ms. Erin Williams seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Item 13 2010-2011 FINAL ACCREDITATION RECOMMENDATIONS FOR ALL SCHOOLS - Kelly Glass

This presentation provided to the Board of Public Education for consideration the final 2010-2011 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. The following documents are attached in support of this item: Annual Montana Accreditation Report, presentation PowerPoint handout, Annual Accreditation Process Calendar, and Montana's Regional Service Areas map. Ms. Kelly Glass reviewed the Montana Accreditation History for All Schools that included public, state funded and non-public schools. The following chart shows the student enrollment accreditation status for all schools as of January 31, 2011.

	Regular	Regular w/ Deviations	Advice	Deficiency
Total Count of Schools (841)	557	153	63	68
Category Count % of Total	66%	18%	8%	5%
Total Enrollment (141,854)	75,712	34,021	9,656	22,465
Category Enrollment % of Total	53%	24%	7%	16%

Ms. Kelly Glass reviewed the following school districts specifically: Bozeman Public Schools; Browning Public Schools; and Malta Public Schools. Overall there are 36 schools that were in Advice or Deficiency

in 2009-2010 and continue to be for the 2010-2011 school year and there are 99 schools that were in Advice or Deficiency in 2009-2010 that are no longer in Advice or Deficiency for 2010-2011. For the 2010-2011 school year 26 schools have non-licensed teachers; 31 schools have non-licensed, non-duplicated teachers; and 25 schools have teachers that continue to be non-licensed from 2009-2010. According to the Deviation Summary by Accreditation Status, Ms. Kelly Glass pointed out that the highest deviation issue is misassigned teachers and the second highest deviation issue is class size. Ms. Kelly Glass also reported that there was a decrease in administrative deficiencies and non-licensed teachers. Questions were generated throughout the report.

Mr. John Edwards moved: to approve the 2010-2011 Annual Montana Accreditation Report as recommended by the State Superintendent. Ms. Lila Taylor seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Item 14 ALTERNATIVE TO STANDARDS REQUESTS - Kelly Glass

This presentation provided to the Board of Public Education the report of Initial Alternative to Standards requests. State Superintendent Denise Juneau recommends approval of the report as presented. The report was included with 3 initial alternative standard requests representing 3 districts and 4 schools that were received and evaluated in accordance with ARM 10.55.604. Dawson County will be using the Montana Small Schools Alliance (MSSA) model for the alternative standards for ARM 10.55.710 in regard to school counseling. The proposal meets or exceeds the current standard. Gallatin County was evaluated for an alternative standard for ARM 10.55.709 in regard to library media services and the State Superintendent recommended disapproval of the alternative standard request because it does not meet or exceed the standard. Yellowstone County was evaluated for an alternative standard for ARM 10.55.705.1(b)(ii) in regard to the assignment of school administrators/principals and the State Superintendent recommended disapproval of the alternative standard request because it does not meet or exceed the standard.

Mr. John Edwards moved: to approve the Report of Initial Alternative to Standards requests as recommended by the State Superintendent. Mr. Doug Cordier seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

**Friday, February 18, 2011
8:35 AM Meeting Reconvened**

Board Discussion

Ms. Patty Myers requested direction from the Board of Public Education to provide Mr. Steve Meloy with guidance in addressing the proposed teacher licensure increase by the legislature. Ms. Patty Myers stated that raising the cost of teacher licensure at this point in time is not appropriate because their salaries are being frozen and benefits are being reduced. Discussion ensued about the difference between a fee and a tax. A tax is an amount of money levied by a government on its citizens and used to run the government. A fee is a payment for professional services. If raising teacher licensure supports the BPE then it is a tax, but if it is used to support CSPAC's operation then it is a fee. Mr. Meloy stated that he believes the Board of Public Education should not support a teacher licensure increase, but if the legislature continues down that path the BPE recommends a \$2 increase to the Advisory Council Fund for CSPAC and increasing the appropriation to cover CSPAC's operating expenses. Ms. Patty Myers directed Mr. Steve Meloy to always respond directly to any legislator's question. Further discussion occurred in regard to the fact that the increase seems reasonable and that the licensure fees are ridiculously low, but it was agreed that now is not that time to support raising them. Mr. Meloy stressed that if something isn't done to reduce the stress on the Research Fund, it will be depleted in 2014.

The next item of Board discussion centered on the NASBE dues. Ms. Carol Will reported that the NASBE dues are incorporated into our budget, but not specifically under a line item. The Board of Public Education has currently paid \$11,216 for half of the NASBE 2011 dues. The remaining half is scheduled

to be paid July 1, 2011 which will be under FY 2012 expenses. The appropriation that has been used for NASBE dues can be used for other administrative expenditures if the Board desires. The Board of Public Education will need to show the legislature how that money was used if it isn't used to pay NASBE dues in FY 12 and FY 13. Discussion ensued about Mr. Steve Meloy's roll as the National Council of State Boards of Education Executives (NCSBEE) President. Mr. Meloy, along with other NCSBEE members, made suggestions through a letter to make the affiliation better with NASBE and did not receive any response at this time. Mr. Meloy also stated that the resource briefs are excellent and that the Montana Board of Public Education has not aggressively taken advantage of the New Board Member Institute. Ms. Sharon Carroll stated that attending the New Board Member Institute was invaluable. The Board of Public Education agreed to table this discussion until the May meeting.

Item 15 REPORT ON CORRECTIVE PLANS SUBMITTED BY SCHOOLS RECEIVING ADVICE OR DEFICIENCY ACCREDITATION STATUS FOR 2009-2010 SCHOOL YEAR - Kelly Glass

It is the intent to provide to the Board of Public Education a final report on the improvement plans required of schools that received either Advice or Deficiency accreditation status for the 2009-2010 school year. This final report verifies the current status of those plans following a review of the 2010 Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also included comments and recommendations for certain school corrective plans that the State Superintendent has determined to be incomplete, or not adequate to address the deviations that led to the Advice or Deficiency status determination.

Ms. Kelly Glass reviewed the color key on the Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status for 2009-2010. Ms. Glass reviewed some of the following schools:

- Daniels County, Scobey Elementary: OPI will request an additional plan by the May 2011 BPE meeting. Recommend Step 1 of Intensive Assistance at the May 2011 BPE meeting. It is the 3rd occurrence of the use of a non-licensed teacher.
- Fergus County, Lewistown Elementary: Does not provide a half-time licensed librarian for a student population of 126-250 students. Current enrollment is 218 students. It is the fourth occurrence. The district intends to add a .5 FTE librarian for the 2010-2011 school year. The district will add remaining .5 FTE librarian by the 2012-2013 school year. The OPI recommended approval of the revised corrective plan. Further recommend that along with the approval notice the district would also be informed that failure to follow through on the plan will result in the district returning directly to Step 2 of the Accreditation Response Options for Continuing or Serious Deviations. The OPI is requesting an improvement plan for the 2011-2012 school year for the May 2011 BPE meeting.
- Fergus County, Grass Range Public School
- Fergus County, Winifred Public Schools
- Flathead County, Big Fork Public Schools
- Flathead County, West Valley Public School

Mr. John Edwards requested more information on teaching internships. Dr. Linda Vrooman Peterson reported that teaching internships are designed to support the shortage areas in a school district, an agreement is sent to the OPI, approved by the BPE, and then the district is not cited for being out of compliance.

- Flathead County, Columbia Falls Public Schools, Canyon Elementary: Teacher is not endorsed in Library. It is the second occurrence. The teacher will enroll in the internship program for the 2010-2011 school year. The OPI recommended disapproval of plan because the teacher was not enrolled in the internship program for this school year. The OPI will request an additional plan by the May 2011 BPE meeting.
- Flathead County, Columbia Falls Public Schools, Columbia Falls High School: Teacher was unlicensed in this school year. 1.5 FTE library services required for an enrollment of 782 students. It is the second occurrence. In 2009-2010 Columbia Falls High School acknowledged that teacher was issued a license on 2/1/2010. The district cut the library position due to a

budget shortfall and does not plan to replace the library FTE. The OPI recommended approval of plan of teacher licensure, but disapproval of the plan regarding 10.55.709.1 lack of FTE for library. The OPI will request an additional plan for the May 2011 BPE meeting.

Mr. Doug Cordier requested additional information in regard to the next steps for the Columbia Falls Public School. Ms. Kelly Glass reported that the school district will receive a letter explaining why the plan was denied, request additional information, and request a plan the district proposes to correct the deficiency. If a plan cannot be agreed on, then the Intensive Assistance Cycle will be started and could ultimately lead to loss of funding and non-accreditation. Ms. Glass continued to inform Mr. Cordier that these are the minimum standards and stating a lack of funding is not an acceptable response.

- Flathead County, Whitefish Central 5-6 and Whitefish Central 7-8: Recommended to move to Step 1 of the Response Options for Continuing or Serious Deviations.

Discussion ensued about what it means to be in Step 1 of the Response Options for Continuing or Serious Deviations and Ms. Kelly Glass referred to the flow chart found in item 17.

- Gallatin County, Heck/Quaw Elementary: Alternative standard was received but is recommended for disapproval. Will request an additional plan by the May 2011 BPE meeting.
- Gallatin County, Pass Creek Elementary: No alternative standard was received.

Discussion ensued about what alternative standards look like for schools in the Small School Alliance.

- Hill County, Havre High School: Note the correction in regard to the Office of Public Instruction recommends disapproval of 10.55.709 plan instead of 10.55.708 plan. The plan was not accomplished and will request an additional plan by the May 2011 BPE meeting.
- Judith Basin County, Hobson 7-8: Unable to find a certified art teacher, will employ a misassigned teacher and continue to search for a certified teacher. District states they now have a teacher completing her student teaching under the misassigned teacher and will complete in the fall of 2010. OPI recommends disapproval of the plan.

Discussion ensued that an elementary teacher is qualified to teach art kindergarten through grade 8. Finding a certified art teacher should not be that complicated.

- Lewis and Clark County, Helena Public Schools: Some schools were recommended for approval and others were not. Ms. Kelly Glass reviewed a number of Helena Public Schools.
- Madison County, Harrison High School: Teacher is teaching Earth Science and Physics and is endorsed in Biology and Chemistry. Second occurrence. Recommend disapproval of plan.
- Phillips County, Dodson Public Schools: Superintendent states that the school has advertised the School Counseling position and continues to struggle with obtaining a certified counselor. Recommend disapproval of plan.
- Sanders County, Plains High School: Teacher is completing course work for Spanish certification and will hopefully be placed in the internship program.

Discussion ensued about internship programs and how they are supervised.

- Yellowstone County, Independent Elementary: The school does not employ a principal who is devoted to full time supervision and administration. Recommend Step 1 of Intensive Assistance.
- Private School, Montana School for the Deaf and Blind: One elementary teacher without a special education degree began a program of study in the area of deaf education at Idaho State in 2008 and in July 2010 will have completed requirements to apply for and receive a special education endorsement. One high school teacher has 14 years of experience teaching blind children. School feels that she is an exceptional teacher and obtaining a special education degree will do little if anything to improve her skill set and knowledge to serve blind children. Two of the teachers completed the Stephen F Austin State University visual impairment program but did not apply for certification in Texas preventing them from being recommended for licensure in Montana. The OPI recommended disapproval of corrective plan.
- Private Schools, Northern Cheyenne Tribal Schools: Lost a majority of funding because reports were not submitted to the BIA; reports were not submitted in time to the Office of Public Instruction; instructors are not properly licensed; basic instructional programs are not met; and teachers are misassigned. A new superintendent has been hired and he requested that the Northern Cheyenne Tribal Schools be placed on intensive assistance to receive support from the OPI. The Accreditation Division staff will continue to work with the Northern Cheyenne Tribal

Schools and schedule a visit at the district and report back at the May BPE meeting. The schools that are being recommended into intensive assistance are: Northern Cheyenne Tribal Elementary; Northern Cheyenne Tribal High School; Highland School; McKinley School; Poly Drive School; Rose Park School; Washington School; Newman School; Boulder School; Meadowlark School;

Bitterroot School; Arrowhead School; Castle Rock 7-8; Lewis & Clark 7-8; Riverside 7-8; and Will James 7-8.

Mr. John Edwards moved: to approve the Report on Improvement Plans Submitted by Schools Receiving Advice or Deficiency Accreditation Status for the 2009-2010 School year as recommended by the State Superintendent. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. Bernie Olson was not present and Mr. Doug Cordier recused himself from the vote.

Item 16 PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS - Kelly Glass

This presentation provided the Board of Public Education a progress report and recommendations regarding schools that have been in an intensive assistance cycle either in 2008-2009 or 2009-2010 due to continuing or serious deviations. The schools have all developed improvement plans approved by the BPE to address the deviations. The State Superintendent of Public Instruction provides annual recommendations to the BPE for accreditation status determinations for all Montana accredited schools. Over the past two years the State Superintendent of Public Instruction and the Office of Public Instruction accreditation staff worked with the BPE to develop and implement a process that will address these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. The "Accreditation Response Options for Continuing or Serious Deviations" was included in the report under item 17. The following schools are being recommended and will continue to be monitored by the OPI:

- Lewistown Public Schools: As indicated in the March 2010 Improvement Plan for the Lewistown Public Schools, .5 FTE Library Media Specialist was added to the Highland Park School for the 2010-2011 school year. An updated plan will be requested from the district to address the additional deviations in Library Media for the May 2011 BPE meeting.
- West Valley School District: An on-site visit was completed in December with the superintendent and the board chair. The deviations were reviewed in detail. Further clarification was sent to the district one week following the on-site visit. An improvement plan was received by the Office of Public Instruction in January 2011. It outlines distinct strategies for correcting the deviations. The district will submit two alternative standards, guidance and library media that focus on program delivery. All deviations will be corrected by the 2011-2012 school year.
- Billings Public Schools: The superintendent has made a recommendation to the school board to hire the additional librarians and counselors for the 2011-2012 school year to comply with the accreditation standards. The board meeting was scheduled for January 28, 2011. One more on-site visit will be completed in March 2011 and a final plan is due to the OPI by April 2011.

Mr. John Edwards moved: to approve the progress report and recommendations for schools in intensive assistance cycle due to continuing or serious deviations as recommended by the State Superintendent. Ms. Erin Williams seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Item 17 REPORT AND RECOMMENDATIONS FOR SCHOOLS IDENTIFIED FOR THE 2011 INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS Kelly Glass

This presentation provided to the Board of Public Education recommendations for schools that have been identified for the 2011 intensive assistance cycle due to continuing or serious deviations. This

identification places them on Step 1 of the Accreditation Response Options for Continuing or Serious Deviations. Ms. Kelly Glass distributed a memorandum dated February 18, 2011 to State Superintendent Denise Juneau. The memorandum contained the following schools that were recommended for Intensive Assistance:

- Non-licensed teacher, 2nd occurrence (Administrative Rules of Montana (ARM) 10.55.605.5)
 - * Scobey School
 - * Fairview High School
 - * Fairview 7-8
- Administrative FTE, (Appendix E Deficiency Status 7-4 or more occurrences)
 - * Independent School District – 4th occurrence
 - * LA Muldown, Whitefish, 8th occurrence
- School has not submitted required reports (Appendix E Deficiency Status 14-1 or more occurrences)
 - * Helena Public Schools (Annual Progress Reports, CSI Plan) – Ms. Kelly Glass also noted that the Helena Public Schools have not completed their Title I Reports in which they receive 1.9 million dollars and are not compliant in their reporting. Deputy Superintendent Dennis Parman continues to work with the Helena Public Schools. The Office of Public Instruction has actually volunteered to enter the necessary information for the school district.
 - * Northern Cheyenne Tribal Schools (Annual Progress Reports, CSI Plan, Improvement Plans)
- Class Size (Appendix E Deficiency Status 16-5 or more occurrences)
 - * Butte Public Schools – Emerson, Margaret Leary, and Whittier
 - * Helena Public Schools – Rossiter, Jim Darcy, Four Georgians, Warren
- Library FTE (10.55.709) (Appendix E Deficiency Status 16-5 or more occurrences)
 - * Whitefish 5-8, Whitefish, 5 occurrences

Step 1 of the Response Options for Continuing or Serious Deviations states: “After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school’s issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.”

Mr. John Edwards moved: to approve the report and recommendations for schools identified for the 2011 Intensive Assistance Cycle Due to Continuing or Serious Deviations as recommended by the State Superintendent. Ms. Lila Taylor seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Item 18 RECOMMEND APPROVAL OF FOCUSED REVIEW EXIT REPORT OF MONTANA STATE UNIVERSITY-BOZEMAN - Drs. Larry Baker, Jayne Downey, Lynette Zuroff, and Linda Vrooman Peterson

On January 17-19, 2011, a five-member team conducted a focused review of the Professional Education Unit of the College of Education, Health and Human Development at Montana State University in Bozeman. Dr. Lynette Zuroff, Director of Teacher Education at Carroll College in Helena, served as chairperson of the focused review. During the review, the team examined the evidence provided by the Professional Education Unit to validate the progress in meeting the six specific standards identified as Met with Weakness during the November 2009 focused review. Based on the January review, the team found all six standards to be met. The attached exit report and narrative provided to the Board of Public Education contain the results of the review. Dr. Linda Vrooman Peterson reviewed why the Board of Public Education accredits post secondary institutions. Dr. Lynette Zuroff reviewed the validating

statements, sources of evidence, and evaluation for the six specific standards that were identified as Met with Weakness. The six standards were: ARM 10.58.210 Conceptual Framework; ARM 10.58.305 Assessment System and Unit Evaluation; ARM 10.58.306 Field Experiences and Clinical Practices; ARM 10.58.309 Unit Governance Resources; ARM 10.58.501 General Requirements (1)(j) and (l); and ARM 10.58.527 Areas of Permissive Specialized Competency – Early Childhood. Dr. Jayne Downey expressed her gratitude for the accreditation team for the dedication, commitment, and professionalism. She affirmed that the faculty and staff and Montana State University-Bozeman are committed to the improvements and will ensure that data is at the heart of decisions being made for program improvement. Dr. Larry Baker expressed MSU-Bozeman's dedication to provide the best possible education for the people they serve.

Ms. Sharon Carroll moved: to approve the Focused Review Exit Report of the Professional Education Unit of the College of Education, Health and Human Development at Montana State University in Bozeman as recommended by the State Superintendent.

Ms. Lila Taylor seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

Item 19 RECOMMEND APPROVAL OF REGULAR ACCREDITATION STATUS OF MONTANA STATE UNIVERSITY-BOZEMAN - Dr. Linda Vrooman Peterson

On January 17-19, 2011, a focused review team examined the evidence provided by the Professional Education Unit at Montana State University-Bozeman. Based on this review, the team validated the unit's evidence concluding that the following six standards were met:

- ARM 10.58.210 Conceptual Framework
- ARM 10.58.305 Assessment System and Unit Evaluation
- ARM 10.58.306 Field Experiences and Clinical Practices
- ARM 10.58.309 Unit Governance and Resources
- ARM 10.58.501 General Requirements (1) (j) & (l)
- ARM 10.58.527 Area of Permissive Specialized Competency – Early Childhood

Therefore, the team recommended to the State Superintendent of Public Instruction and the Board of Public Education approval of regular accreditation status of the Professional Education Unit. Dr. Linda Vrooman Peterson explained that once the exit report is approved then the request is to approve regular accreditation status.

Ms. Sharon Carroll moved: to approve the regular accreditation status of the Professional Education Unit of the College of Education, Health and Human Development at Montana State University in Bozeman as recommended by the State Superintendent. **Ms. Lila Taylor seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.**

Dr. Linda Vrooman Peterson reported that the next review will begin in 2015.

DISCUSSION

Item 22 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Ms. Patty Myers presented the MSDB Committee Meeting Report on behalf of Steve Gettel. Ms. Myers reported that MSDB does have a misassigned high school teacher without a special education endorsement. The high school teacher has taught for 14 years with blind children and MSDB feels that she is an exceptional teacher and that obtaining a special education degree will do little if anything to improve her skill set and knowledge to serve blind children. Ms. Patty Myers stated that the high school teacher is close to retirement and will not go back to school to obtain the necessary credentials. Misassigned teachers in the school system are not acceptable, but Ms. Patty Myers believes that no harm is being done in regard to the education of the students at MSDB. Discussion ensued about the following: students continuing as transition students after graduation; students traveling home for more

than one trip a month; description of the campus; beginning of the MSDB Foundation; mainstreaming of students into the public schools; Expressions of Silence; update on school improvement; and Mr. Steve Gettel's evaluation. Ms. Patty Myers explained that Mr. Steve Gettel's evaluation will remain the same for this year, but the new performance appraisal will be the new evaluation for him beginning July 1, 2011 once approved by the Board. Ms. Myers expressed that she would like to do a similar evaluation for Mr. Steve Meloy as well.

12:15 PM Closed Session

Item 21 DENIAL HEARING BPE CASE #2010-08 (CLOSED) - Steve Meloy and Pam Collins

**Item 20 MATERIAL AND NON-PERFORMANCE HEARING BPE CASE #2010-07 (CLOSED)
Steve Meloy and Pam Collins**

2:32 PM Opened Session

Item 21 DENIAL HEARING BPE CASE #2010-08 (CLOSED) – Steve Meloy and Pam Collins

Ms. Sharon Carroll moved: to accept the State Superintendent's recommendation to deny the Montana license in regard to BPE Case #2010-08. Mr. Doug Cordier seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

**Item 20 MATERIAL AND NON-PERFORMANCE HEARING BPE CASE #2010-07 (CLOSED)
Steve Meloy and Pam Collins**

The Board of Public Education took no action in regard to BPE Case #2010-07.

PRELIMINARY AGENDA ITEMS – May 12-13, 2011, Great Falls, MT

Annual School Food Services Report

Assessment Update

Federal Update

CSPAC Appointments

BASE Aid Payment Schedule

Alternative Standards Request & Renewals

MACIE Update

Educator Preparation Program Report

Accreditation Report

Executive Secretary Performance Evaluation & Contract Extension

MSDB Superintendent Performance Evaluation & Contract Extension

Establish Executive Staff Salaries

Revocation Case #2010-05

Provisional Superintendents and Principals

Ms. Sharon Carroll moved: to adjourn. Ms. Erin Williams seconded. Motion passed unanimously. Mr. Bernie Olson was not present for the vote.

2:40 PM Meeting Adjourned

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

BOARD OF PUBLIC EDUCATION
CONFERENCE CALL MEETING MINUTES

March 8, 2011

March 8, 2011
3:30 PM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 3:30 PM. Ms. Carol Will read the statement of public participation and took roll call: a quorum was noted.

Ms. Sharon Carroll moved: to approve the agenda as presented. Mr. Bernie Olson seconded. Motion passed unanimously.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Bernie Olson, Mr. Doug Cordier, Ms. Erin Williams, and Ms. Lila Taylor. Mr. John Edwards was unable to attend the conference call meeting due to a conflict of schedules. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Visitors in attendance included: Ms. Elizabeth Keller, Licensure Specialist, OPI and Ms. Ann Gilkey, Chief Legal Council, OPI.

PUBLIC COMMENT

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

3:35 PM Closed Session

ACTION ITEMS

- Item 1 FINDINGS OF FACT, CONCLUSIONS OF LAW AND ORDER IN REGARD TO DENIAL CASE #2009-05 (CLOSED)**

- Item 2 FINDINGS OF FACT, CONCLUSIONS OF LAW AND ORDER IN REGARD TO DENIAL CASE #2010-08 (CLOSED)**

4:00 PM Erin Williams Departed

4:05 PM Opened Session

Item 1 FINDINGS OF FACT, CONCLUSIONS OF LAW AND ORDER IN REGARD TO DENIAL CASE #2009-05 (CLOSED)

Ms. Sharon Carroll moved: to adopt the Findings of Fact, Conclusions of Law and Order in regard to denial case #2009-05 as amended. Mr. Bernie Olson seconded. Motion passed unanimously. Mr. John Edwards and Ms. Erin Williams were not present for the vote.

Item 2 FINDINGS OF FACT, CONCLUSIONS OF LAW AND ORDER IN REGARD TO DENIAL CASE #2010-08 (CLOSED)

Ms. Sharon Carroll moved: to adopt the Findings of Fact, Conclusions of Law and Order in regard to denial case #2010-08. Mr. Doug Cordier seconded. Motion passed unanimously. Mr. John Edwards and Ms. Erin Williams were not present for the vote.

Ms. Lila Taylor moved: to adjourn the Board of Public Education meeting. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. John Edwards and Ms. Erin Williams were not present for the vote.

4:10 PM Meeting Adjourned

Item 2 **OBJECTION TO THE STATE SUPERINTENDENT’S MOTION TO ALLOW TELEPHONIC TESTIMONY BPE CASE #2010-05 (CLOSED)**
Clyde Peterson, Agency Legal Service

3:22 PM Opened Session

Item 1 **RULING ON THE MOTION TO DISMISS BPE CASE #2010-05 (CLOSED)**
Clyde Peterson, Agency Legal Service

Ms. Sharon Carroll moved: to deny BPE Case #2010-05 motion to dismiss. Mr. Doug Cordier seconded. Motion passed unanimously. Ms. Lila Taylor was not present for the vote.

Mr. Clyde Peterson recommended that the Board amend the motion by adding the language, “for the reasons expressed in the draft recommendation.”

Ms. Sharon Carroll moved to amend the previous motion by adding the following language: “for the reasons expressed in the draft recommendation.” Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Lila Taylor was not present for the vote.

Item 2 **OBJECTION TO THE STATE SUPERINTENDENT’S MOTION TO ALLOW TELEPHONIC TESTIMONY BPE CASE #2010-05 (CLOSED)**
Clyde Peterson, Agency Legal Service

Ms. Sharon moved: to deny the request of the State Superintendent to allow telephonic testimony in regard to BPE Case #2010-05. Mr. Bernie Olson seconded.

Mr. Bernie Olson asked if the Board of Public Education should clarify the reasons in the motion as was done in Item 1.

Ms. Sharon Carroll reworded the motion: to deny the request of the State Superintendent to allow telephonic testimony in regard to BPE Case #2010-05 for the reasons that Mr. Clyde Peterson provided in testimony during this meeting. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Lila Taylor was not present for the vote.

Ms. Sharon Carroll moved: to adjourn the meeting. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Lila Taylor was not present for the vote.

3:29 PM Meeting Adjourned

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

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: ALL - All Organization Rollup
MGR NAME: MELOY,STEVE

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PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	ELAPSED TIME YTD:	75%	BALANCE
512030 Accommodations Tax	01100	2011	400.00				400.00
TOTAL FUND 01100 General Fund			400.00				400.00
TOTAL PROGRAM 2011			400.00				400.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			400.00				400.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 75%	CURR+PRIOR
61101 Regular	01100	9,579.01	86,200.63				86,200.63
61301 Per Diem	01100		500.00				500.00
61401 FICA	01100	697.24	6,287.37				6,287.37
61402 Retirement - Other	01100	161.50	1,469.65				1,469.65
61403 Group Insurance	01100	1,392.70	11,222.35				11,222.35
61404 Workers Compensation Insur	01100	127.81	1,151.77				1,151.77
61404A State Fund Dividend-NONBUDG	01100		29.05-				29.05-
61410 State Unemployment Tax	01100	33.52	301.64				301.64
61411 Teachers Retirement	01100	721.67	6,471.86				6,471.86
TOTAL 61400 Employee Benefits		3,134.44	26,875.59				26,875.59
TOTAL 61000 Personal Services		12,713.45	113,576.22				113,576.22
62108 Legal Fees & Court Costs	01100	1,193.08	2,141.68				2,141.68
62113 Warrant Writing Services	01100	3.96	28.96				28.96
62114 HRIS Service Fees	01100	101.50	203.00				203.00
62114A Workers' Comp Program Fees	01100		14.00				14.00
62148 SABHRS Administrative Costs	01100		536.10				536.10
621B2 ITSD Server Hosting	01100		1.29				1.29
621B3 ITSD Web Hosting	01100	25.00	175.00				175.00
621B5 ITSD EMail	01100	9.17	64.19				64.19
621B8 ITSD Operational Support	01100	3.07	21.49				21.49
621C1 ITSD Installation	01100		225.00				225.00
621C5 ITSD Enterprise Services	01100	72.92	510.44				510.44
TOTAL 62100 Other Services		1,408.70	3,921.15				3,921.15
62212 Photo & Reproduction	01100		62.94				62.94
62236 Ofc Supplies/Central Stores	01100		15.44				15.44
62241 Office Sup/Minor Equip-NonStat	01100		310.39				310.39
62280 Program Expense	01100	104.04	415.69				415.69
622B1 ITSD Asset Broker	01100	50.00	350.00				350.00
TOTAL 62200 Supplies & Materials		154.04	1,154.46				1,154.46
62304 Postage & Mailing	01100	27.62	145.41				145.41
62319 Cellular Phones	01100	58.98	411.84				411.84
623B0 ITSD Voice Services	01100	41.44	290.08				290.08
623B4 ITSD Long Distance	01100	1.80	23.35				23.35
TOTAL 62300 Communications		129.84	870.68				870.68
62401 In-State Personal Car Mileage	01100		116.00				116.00
62404 In-State State Motor Pool	01100		248.25				248.25
62407 In-State Meals	01100		12.00				12.00
62408 In-State Lodging	01100		175.80				175.80
62410 In-State Meals Overnight	01100		86.00				86.00
62489 Non-Employee In State Mileage	01100		4,281.22				4,281.22
62490 Non-Employee In State Meals	01100		924.00				924.00
62497 Non-Employee In-State Lodging	01100		3,109.15				3,109.15
TOTAL 62400 Travel			8,952.42				8,952.42
62516 Meeting Rooms	01100		250.00				250.00
62528 Rent-Non Dept of Admin	01100		3,957.70				3,957.70

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 75%	CURR+PRIOR
TOTAL 62500 Rent			4,207.70				4,207.70
62801 Dues	01100		11,216.00				11,216.00
62802 Subscriptions	01100		120.00				120.00
62817 Meetings/Conference Costs	01100		295.00				295.00
62878 Parking Fees	01100	236.00	914.00				914.00
62888 Statewide Indirect Costs	01100		802.50				802.50
TOTAL 62800 Other Expenses		236.00	13,347.50				13,347.50
TOTAL 62000 Operating Expenses		1,928.58	32,453.91				32,453.91
69301 Principal - Leases	01100	74.24	742.40				742.40
TOTAL FUND 01100 General Fund		14,716.27	146,772.53				146,772.53
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		14,716.27	146,772.53				146,772.53

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2011	235F0	1,984.00		500.00	1,484.00	25
61000 Personal Services	01100	2011	235H1	163,936.00		113,105.27	50,830.73	69
TOTAL 61000 Personal Services				165,920.00		113,605.27	52,314.73	68
62000 Operating Expenses	01100	2011	235F0	4,748.00		4,748.00		100
62000 Operating Expenses	01100	2011	235H1	53,414.00		27,705.91	25,708.09	52
62000 Operating Expenses	01100	2011	235X2	7,412.00			7,412.00	
TOTAL 62000 Operating Expenses				65,574.00		32,453.91	33,120.09	49
69000 Debt Service	01100	2011	235H1	891.00		742.40	148.60	83
TOTAL SUB-CLS 235F0 FY10 CARRYFORWARD				6,732.00		5,248.00	1,484.00	78
TOTAL SUB-CLS 235H1 ADMINISTRATION				218,241.00		141,553.58	76,687.42	65
TOTAL SUB-CLS 235X2 GOVERNOR'S REDUCTIONS BASE				7,412.00			7,412.00	
TOTAL FUND 01100 General Fund				232,385.00		146,801.58	85,583.42	63
TOTAL PROGRAM 2011				232,385.00		146,801.58	85,583.42	63
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				232,385.00		146,801.58	85,583.42	63

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2145045	03/08/2011	000004	PPE 2/25/11 KD1 ON-CYCLE	4,729.73		
61101	PAY2150452	03/22/2011	000004	PPE 03/11/11 KE1 ON-CYCLE	4,849.28		
TOTAL	61101	Regular			9,579.01		
61401	PAY2145045	03/08/2011	000007	PPE 2/25/11 KD1 ON-CYCLE	344.05		
61401	PAY2150452	03/22/2011	000007	PPE 03/11/11 KE1 ON-CYCLE	353.19		
TOTAL	61401	FICA			697.24		
61402	PAY2145045	03/08/2011	000010	PPE 2/25/11 KD1 ON-CYCLE	80.75		
61402	PAY2150452	03/22/2011	000010	PPE 03/11/11 KE1 ON-CYCLE	80.75		
TOTAL	61402	Retirement - Other			161.50		

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 BUS. UNIT: 51010 Board of Public Education
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STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							ELAPSED TIME YTD: 75%
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61403	PAY2145045	03/08/2011	000013	PPE 2/25/11 KD1 ON-CYCLE	696.35		
61403	PAY2150452	03/22/2011	000013	PPE 03/11/11 KE1 ON-CYCLE	696.35		
TOTAL	61403	Group Insurance			1,392.70		
61404	PAY2145045	03/08/2011	000016	PPE 2/25/11 KD1 ON-CYCLE	63.20		
61404	PAY2150452	03/22/2011	000016	PPE 03/11/11 KE1 ON-CYCLE	64.61		
TOTAL	61404	Workers Compensation Insur			127.81		
61410	PAY2145045	03/08/2011	000019	PPE 2/25/11 KD1 ON-CYCLE	16.55		
61410	PAY2150452	03/22/2011	000019	PPE 03/11/11 KE1 ON-CYCLE	16.97		
TOTAL	61410	State Unemployment Tax			33.52		
61411	PAY2145045	03/08/2011	000022	PPE 2/25/11 KD1 ON-CYCLE	354.95		
61411	PAY2150452	03/22/2011	000022	PPE 03/11/11 KE1 ON-CYCLE	366.72		
TOTAL	61411	Teachers Retirement			721.67		
62108	0002146862	03/11/2011	000001	Legal Fees & Court Costs	1,193.08		
62113	0002146861	03/11/2011	000001	Warrant Writing Services	3.96		
62114	0002141269	03/01/2011	000001	HRIS Service Fees	101.50		
621B3	0002146865	03/11/2011	000005	ITSD Web Hosting	25.00		
621B5	0002146865	03/11/2011	000002	ITSD EMail	9.17		
621B8	0002146865	03/11/2011	000004	ITSD Operational Support	3.07		
621C5	0002146865	03/11/2011	000003	ITSD Enterprise Services	72.92		
62280	ACC2143841	03/03/2011	000007	Cable March	35.17	00002436	BRESNAN COMMUNICATIONS LLC
62280	ACC2143841	03/03/2011	000009	Water - February	16.75	00002438	LEHRKINDS INC
62280	ACC2153318	03/30/2011	000011	Cable April	35.17	00002446	BRESNAN COMMUNICATIONS LLC
62280	ACC2153318	03/30/2011	000013	Water - March	16.95	00002447	LEHRKINDS INC
TOTAL	62280	Program Expense			104.04		
622B1	0002146865	03/11/2011	000001	ITSD Asset Broker	50.00		
62304	0002152979	03/29/2011	000001	Postage & Mailing	27.62		
62319	ACC2150998	03/23/2011	000002	Cell Phone	58.98	00002444	VERIZON WIRELESS SERVICES LLC
623B0	0002146859	03/11/2011	000002	ITSD Voice Services	41.44		
623B4	0002146859	03/11/2011	000001	ITSD Long Distance	1.80		
62878	ACC2143841	03/03/2011	000011	Parking - March	118.00	00002437	HELENA CITY OF TREASURER
62878	ACC2153318	03/30/2011	000015	Parking - April	118.00	00002448	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			236.00		
69301	ACC2153318	03/30/2011	000017	April Copier Lease	74.24	00002445	LYON FINANCIAL SERVICES INC

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STATE OF MONTANA
ORGANIZATION DETAIL REPORT
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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 75%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				14,716.27		

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
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STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 100 - MT Commission on Teaching 01
 MGR NAME: MELOY,STEPHEN

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 75%		
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62412	Out-Of-State Commercial Trans	08116	455.80	455.80		455.80
62427	Commuter Allowance	08116		28.00		28.00
62485	NonEmployOutStateCommerc/Trans	08116		364.80		364.80
62489	Non-Employee In State Mileage	08116		63.24		63.24
62492	Non-Employee Out State Meals	08116		135.00		135.00
62493	Non-Employee Out State Lodging	08116		405.00		405.00
TOTAL	62400 Travel		455.80	1,451.84		1,451.84
62817	Meetings/Conference Costs	08116	830.00	830.00		830.00
TOTAL	62000 Operating Expenses		1,285.80	2,281.84		2,281.84
TOTAL	FUND 08116 Montana Commission on Teac		1,285.80	2,281.84		2,281.84
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		1,285.80	2,281.84		2,281.84

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62412	PRO2153569	03/21/2011	000001	DELTA AIR	455.80		
62817	ACC2147913	03/15/2011	000004	Registration	830.00	00002443	NATIONAL ASSOCIATION OF STATE DIRECTORS
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				1,285.80		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 75%	CURR+PRIOR
61101 Regular	02122	6,767.95	61,201.24				61,201.24
61401 FICA	02122	484.71	4,456.60				4,456.60
61402 Retirement - Other	02122	127.20	1,157.52				1,157.52
61403 Group Insurance	02122	1,466.00	11,813.00				11,813.00
61404 Workers Compensation Insur	02122	123.58	1,117.61				1,117.61
61410 State Unemployment Tax	02122	23.68	214.19				214.19
61411 Teachers Retirement	02122	491.91	4,438.23				4,438.23
TOTAL 61400 Employee Benefits		2,717.08	23,197.15				23,197.15
TOTAL 61000 Personal Services		9,485.03	84,398.39				84,398.39
TOTAL FUND 02122 Advisory Council		9,485.03	84,398.39				84,398.39
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,485.03	84,398.39				84,398.39

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2011	235H1	1,936.00			1,936.00	
61000 Personal Services	02122	2011	235H1	110,632.00		84,398.39	26,233.61	76
TOTAL 61000 Personal Services				112,568.00		84,398.39	28,169.61	75
TOTAL SUB-CLS 235H1 ADMINISTRATION				1,936.00			1,936.00	
TOTAL FUND 01100 General Fund				1,936.00			1,936.00	
TOTAL SUB-CLS 235H1 ADMINISTRATION				110,632.00		84,398.39	26,233.61	76
TOTAL FUND 02122 Advisory Council				110,632.00		84,398.39	26,233.61	76
TOTAL PROGRAM 2011				112,568.00		84,398.39	28,169.61	75
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				112,568.00		84,398.39	28,169.61	75

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2145045	03/08/2011	000005	PPE 2/25/11 KD1 ON-CYCLE	3,360.08		
61101	PAY2150452	03/22/2011	000005	PPE 03/11/11 KE1 ON-CYCLE	3,407.87		
TOTAL	61101	Regular			6,767.95		
61401	PAY2145045	03/08/2011	000008	PPE 2/25/11 KD1 ON-CYCLE	240.53		
61401	PAY2150452	03/22/2011	000008	PPE 03/11/11 KE1 ON-CYCLE	244.18		
TOTAL	61401	FICA			484.71		
61402	PAY2145045	03/08/2011	000011	PPE 2/25/11 KD1 ON-CYCLE	63.60		
61402	PAY2150452	03/22/2011	000011	PPE 03/11/11 KE1 ON-CYCLE	63.60		
TOTAL	61402	Retirement - Other			127.20		
61403	PAY2145045	03/08/2011	000014	PPE 2/25/11 KD1 ON-CYCLE	733.00		
61403	PAY2150452	03/22/2011	000014	PPE 03/11/11 KE1 ON-CYCLE	733.00		
TOTAL	61403	Group Insurance			1,466.00		
61404	PAY2145045	03/08/2011	000017	PPE 2/25/11 KD1 ON-CYCLE	61.36		
61404	PAY2150452	03/22/2011	000017	PPE 03/11/11 KE1 ON-CYCLE	62.22		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION
TOTAL 61404 Workers Compensation Insur

AMOUNT
123.58

VCHR-ID

VENDOR NAME

ELAPSED TIME YTD: 75%

61410 PAY2145045 03/08/2011 000020 PPE 2/25/11 KD1 ON-CYCLE 11.76
61410 PAY2150452 03/22/2011 000020 PPE 03/11/11 KE1 ON-CYCLE 11.92
TOTAL 61410 State Unemployment Tax 23.68

61411 PAY2145045 03/08/2011 000023 PPE 2/25/11 KD1 ON-CYCLE 243.60
61411 PAY2150452 03/22/2011 000023 PPE 03/11/11 KE1 ON-CYCLE 248.31
TOTAL 61411 Teachers Retirement 491.91

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 9,485.03

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 75%
						CURR+PRIOR
61101 Regular	02219	250.26	2,277.37			2,277.37
61301 Per Diem	02219		1,750.00			1,750.00
61401 FICA	02219	17.32	156.31			156.31
61402 Retirement - Other	02219	17.94	163.25			163.25
61403 Group Insurance	02219	73.30	590.65			590.65
61404 Workers Compensation Insur	02219	4.58	41.56			41.56
61404A State Fund Dividend-NONBUDG	02219		29.05-			29.05-
61410 State Unemployment Tax	02219	0.88	8.00			8.00
TOTAL 61400 Employee Benefits		114.02	930.72			930.72
TOTAL 61000 Personal Services		364.28	4,958.09			4,958.09
62104 Insurance & Bonds	02219		599.00			599.00
62113 Warrant Writing Services	02219	3.96	42.74			42.74
62114 HRIS Service Fees	02219	101.50	406.00			406.00
62114A Workers' Comp Program Fees	02219		42.00			42.00
62148 SABHRS Administrative Costs	02219		1,072.17			1,072.17
62190 Printing/Pub & Graphics	02219	183.63	183.63			183.63
621B2 ITSD Server Hosting	02219		1.29			1.29
621B3 ITSD Web Hosting	02219	25.00	225.00			225.00
621B5 ITSD EMail	02219	9.16	82.45			82.45
621B8 ITSD Operational Support	02219	3.07	27.63			27.63
621C1 ITSD Installation	02219		270.00			270.00
621C5 ITSD Enterprise Services	02219	72.91	656.20			656.20
TOTAL 62100 Other Services		399.23	3,608.11			3,608.11
62212 Photo & Reproduction	02219	20.26	245.27			245.27
62236 Ofc Supplies/Central Stores	02219		15.44			15.44
62241 Office Sup/Minor Equip-NonStat	02219		101.29			101.29
62280 Program Expense	02219	104.04	599.53			599.53
622B1 ITSD Asset Broker	02219	50.00	450.00			450.00
TOTAL 62200 Supplies & Materials		174.30	1,411.53			1,411.53
62304 Postage & Mailing	02219	27.62	1,288.32			1,288.32
62319 Cellular Phones	02219		58.76			58.76
623B0 ITSD Voice Services	02219	41.43	372.88			372.88
623B4 ITSD Long Distance	02219	1.00	8.86			8.86
TOTAL 62300 Communications		70.05	1,728.82			1,728.82
62404 In-State State Motor Pool	02219		154.13			154.13
62408 In-State Lodging	02219		663.44			663.44
62410 In-State Meals Overnight	02219		111.00			111.00
62412 Out-Of-State Commercial Trans	02219		788.40			788.40
62417 Out-Of-State Meals	02219		64.00			64.00
62418 Out-Of-State Lodging	02219		470.04			470.04
62489 Non-Employee In State Mileage	02219	637.50	5,700.66			5,700.66
62490 Non-Employee In State Meals	02219	86.00	897.00			897.00
62497 Non-Employee In-State Lodging	02219	250.17	3,456.27			3,456.27
TOTAL 62400 Travel		973.67	12,304.94			12,304.94
62528 Rent-Non Dept of Admin	02219		6,135.17			6,135.17

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY						ELAPSED TIME YTD: 75%	
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR	
62768 Property Management Expenses	02219		158.99			158.99	
62801 Dues	02219		11,397.50			11,397.50	
62802 Subscriptions	02219		60.00			60.00	
62817 Meetings/Conference Costs	02219	415.00	1,542.75			1,542.75	
62878 Parking Fees	02219	236.00	1,362.00			1,362.00	
62888 Statewide Indirect Costs	02219		802.50			802.50	
TOTAL 62800 Other Expenses		651.00	15,164.75			15,164.75	
TOTAL 62000 Operating Expenses		2,268.25	40,512.31			40,512.31	
69301 Principal - Leases	02219	74.23	742.30			742.30	
TOTAL FUND 02219 Research Fund		2,706.76	46,212.70			46,212.70	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		2,706.76	46,212.70			46,212.70	

PART-B BUDGET EXPENSE ACCOUNT SUMMARY								
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
62000 Operating Expenses	02219	2010	235H1		1,542.14-	1,542.14		
TOTAL SUB-CLS 235H1 ADMINISTRATION					1,542.14-	1,542.14		
TOTAL FUND 02219 Research Fund					1,542.14-	1,542.14		
TOTAL PROGRAM 2010					1,542.14-	1,542.14		
61000 Personal Services	02219	2011	235H1	22,425.00		4,987.14	17,437.86	22
62000 Operating Expenses	02219	2011	235H1	51,684.00		40,512.31	11,171.69	78
69000 Debt Service	02219	2011	235H1	891.00		742.30	148.70	83
TOTAL SUB-CLS 235H1 ADMINISTRATION				75,000.00		46,241.75	28,758.25	62
TOTAL FUND 02219 Research Fund				75,000.00		46,241.75	28,758.25	62
TOTAL PROGRAM 2011				75,000.00		46,241.75	28,758.25	62
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				75,000.00	1,542.14-	47,783.89	28,758.25	62

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2145045	03/08/2011	000006	PPE 2/25/11 KD1 ON-CYCLE	125.13		
61101	PAY2150452	03/22/2011	000006	PPE 03/11/11 KE1 ON-CYCLE	125.13		
TOTAL	61101	Regular			250.26		
61401	PAY2145045	03/08/2011	000009	PPE 2/25/11 KD1 ON-CYCLE	8.66		
61401	PAY2150452	03/22/2011	000009	PPE 03/11/11 KE1 ON-CYCLE	8.66		
TOTAL	61401	FICA			17.32		
61402	PAY2145045	03/08/2011	000012	PPE 2/25/11 KD1 ON-CYCLE	8.97		
61402	PAY2150452	03/22/2011	000012	PPE 03/11/11 KE1 ON-CYCLE	8.97		
TOTAL	61402	Retirement - Other			17.94		
61403	PAY2145045	03/08/2011	000015	PPE 2/25/11 KD1 ON-CYCLE	36.65		
61403	PAY2150452	03/22/2011	000015	PPE 03/11/11 KE1 ON-CYCLE	36.65		
TOTAL	61403	Group Insurance			73.30		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							ELAPSED TIME YTD: 75%
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61404	PAY2145045	03/08/2011	000018	PPE 2/25/11 KD1 ON-CYCLE	2.29		
61404	PAY2150452	03/22/2011	000018	PPE 03/11/11 KE1 ON-CYCLE	2.29		
TOTAL	61404	Workers Compensation Insur			4.58		
61410	PAY2145045	03/08/2011	000021	PPE 2/25/11 KD1 ON-CYCLE	0.44		
61410	PAY2150452	03/22/2011	000021	PPE 03/11/11 KE1 ON-CYCLE	0.44		
TOTAL	61410	State Unemployment Tax			0.88		
62113	0002146861	03/11/2011	000002	Warrant Writing Services	3.96		
62114	0002141269	03/01/2011	000002	HRIS Service Fees	101.50		
62190	0002150623	03/22/2011	000001	Printing/Pub & Graphics	183.63		
621B3	0002146865	03/11/2011	000010	ITSD Web Hosting	25.00		
621B5	0002146865	03/11/2011	000007	ITSD EMail	9.16		
621B8	0002146865	03/11/2011	000009	ITSD Operational Support	3.07		
621C5	0002146865	03/11/2011	000008	ITSD Enterprise Services	72.91		
62212	ACC2153318	03/30/2011	000010	April Copier Lease	20.26	00002445	LYON FINANCIAL SERVICES INC
62280	ACC2143841	03/03/2011	000008	Cable March	35.17	00002436	BRESNAN COMMUNICATIONS LLC
62280	ACC2143841	03/03/2011	000010	Water - February	16.75	00002438	LEHRKINDS INC
62280	ACC2153318	03/30/2011	000012	Cable April	35.17	00002446	BRESNAN COMMUNICATIONS LLC
62280	ACC2153318	03/30/2011	000014	Water - March	16.95	00002447	LEHRKINDS INC
TOTAL	62280	Program Expense			104.04		
622B1	0002146865	03/11/2011	000006	ITSD Asset Broker	50.00		
62304	0002152979	03/29/2011	000002	Postage & Mailing	27.62		
623B0	0002146859	03/11/2011	000004	ITSD Voice Services	41.43		
623B4	0002146859	03/11/2011	000003	ITSD Long Distance	1.00		
62489	ACC2144278	03/05/2011	000012	Mileage, Lodging, Meals	90.78	00002439	TAMMY LACEY
62489	ACC2144278	03/05/2011	000013	Expense Distribution	118.32	00002440	JANICE BISHOP
62489	ACC2144278	03/05/2011	000014	Mileage, Lodging, Meals	227.46	00002441	PATY MUIR
62489	ACC2144278	03/05/2011	000015	Expense Distribution	200.94	00002442	SHARON APPELGATE
TOTAL	62489	Non-Employee In State Mileage			637.50		
62490	ACC2144278	03/05/2011	000016	Mileage, Lodging, Meals	23.00	00002439	TAMMY LACEY
62490	ACC2144278	03/05/2011	000017	Expense Distribution	11.00	00002440	JANICE BISHOP
62490	ACC2144278	03/05/2011	000018	Mileage, Lodging, Meals	23.00	00002441	PATY MUIR
62490	ACC2144278	03/05/2011	000019	Expense Distribution	29.00	00002442	SHARON APPELGATE
TOTAL	62490	Non-Employee In State Meals			86.00		
62497	ACC2144278	03/05/2011	000020	Mileage, Lodging, Meals	83.39	00002439	TAMMY LACEY

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 75%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62497	ACC2144278	03/05/2011	000021	Mileage, Lodging, Meals	83.39	00002441	PATTY MUIR
62497	ACC2144278	03/05/2011	000022	Expense Distribution	83.39	00002442	SHARON APPELGATE
TOTAL	62497	Non-Employee In-State Lodging			250.17		
62817	ACC2147913	03/15/2011	000003	Registration	415.00	00002443	NATIONAL ASSOCIATION OF STATE DIRECTORS
62878	ACC2143841	03/03/2011	000012	Parking - March	118.00	00002437	HELENA CITY OF TREASURER
62878	ACC2153318	03/30/2011	000016	Parking - April	118.00	00002448	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			236.00		
69301	ACC2153318	03/30/2011	000018	April Copier Lease	74.23	00002445	LYON FINANCIAL SERVICES INC
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				2,706.76		

February 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1 Executive Action for BPE/MSDB - Steve	2 SB 208 - School on Saturday Hearing -	3	4	5
6	7 HIR 7 and HB 347 - Steve	MSDB Committee Meeting Conference Call - Steve, Patty, and Bernie	9 HIR 9 and HB 136 - Steve	10	11 School Staffing - Pete HB 450, HB 451, HB 452, HB 453 - Steve	12
13	14 HB 397 - Steve	15	BPE Staff Meeting w/ Doug State of Education Speech - Helena - Patty, Sharon, Doug, Tim, Steve, and	17 BPE Meeting - Helena	18	19
20	21 SB 386 - Steve	Meetings w/ Nancy Hall, Marco Ferro, and Rep. Hollandsworth - Steve Team Asthma - Steve	23 Training for Interpreter & Braille Instructors - Pete	24	25 MT Mathematics and Science Showcase - Pete	26
27	28	Notes: 2/16/2011 - Assessment Meeting with Judy Snow - Sharon and Doug	2/16/2011 - Chapter 55 Planning Meeting - Patty and Sharon	2/16/2011 - SB 315 - Steve		

March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2 Full Appropriations Committee - Steve	Leadership Institute - Chris Lohse - Steve Helena in Context: Understanding Education Outcomes - Steve	4	5
6	7	BPE Conference Call Meeting - Patty, Sharon, Erin, Lila, Bernie, Doug, Steve, and Pete	9	Meeting with Bruce Messinger - Accreditation Helena School District - Steve	11	12
13	Section E Amendment House Floor - Steve MUSWA Training - Pete	15	16 HB 603 Hearing - Steve	17  HB 610 Hearing - Steve	18	19 HB 2 Hearing - Steve
20	21	22	23 SB 329 Hearing - Steve	24	25	26 Planning Meeting for Montana Educator Forum - Pete
27	28	29	SJR 13 Hearing - Steve MSDB Superintendent Evaluation Conference Call - Bernie, Patty, and Carol	31 Council of Deans Meeting - March 30-31 - Pete	Notes: March 3 - CSPAC Meeting - Helena	

April 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3	4 SB 329 Executive Action - Steve	5 SB 603 Senate Education - Steve School Counseling Steering Committee - Pete	7 MIEA Conference - Great Falls - Doug	9 School Staffing - Pete SB 603 Executive Action - Steve	15	16
10	11 SB 603 Executive Action - Steve	12	13	14	15	16
17	18	19 SB 329 Executive Action - Steve ASPC/Mentoring Conference Call - Pete	20	21	22 BPE Conference Call Meeting - Patty, Sharon, John, Bernie, Erin, Doug, ETS Conference Planning - Pete	23
24 	25	26	27	28	29	30

May 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 MSDB Committee Conference Call - Patty, Bernie, and Steve	4	5	6	7
8	9	10	11	12 BPE Meeting - Great Falls, MT	13	14
15	16	17 Chapter 55 - Patty, Steve, and Pete	18	19	20	21
22	23	24	25 School Counselor Leadership Initiative - Steve and Pete	26	27	28
29	30	31	Notes:			

Executive Secretary's Report

Thursday, May 12, 2011

By: Steve Meloy/Executive Secretary

As reported earlier, there was legislation this session which constituted a direct frontal attack on the Board of Public Education. Fortunately the outcome of each appears to have not been successful as of this writing. HB 639 by Representative Stahl was a general bill to revise K-12 education. In the bill, he attempted to strip the Board of its constitutional role and have the legislature define the accreditation standards and specify the basic instructional program for pupils in public schools. Wisely, this bill was tabled in committee. However Representative Stahl attempted to have this language amended into SB 329 on the floor of the House, which ultimately became the majority party's primary school funding bill. The debate was somewhat intense and centered on interpretation of the constitution as it pertains to K-12 governance. Wisdom from both sides of the aisle prevailed and this amendment went down on a 60-40 vote.

HB 603, which was Representative Blasdel's charter school bill, sailed through the House and was fortunately tabled in Senate Education and Cultural Resources. Because of the major push of national charter school proponents, attempts were considered to amend this language into SB 329 in Senate Finance. There is no doubt that some of this troublesome legislation may have made it through to the Governor, had it not been for the efforts of the Board, OPI and our partners. MEA-MFT has a great network in place for providing input to individual legislators.

As you are probably aware, funding for K-12, as well as state government in general was very much in doubt in the last week of the session. One afternoon the Senate killed the current version from the House of HB 2 on a 25-25 tied vote. The only viable funding vehicle for K-12 is SB 329, which was contingent upon a large number of other bills.

Our 5% restoration of the opening 5% global cuts remained intact. The bill to increase teacher fees for increased revenue for CSPAC was tabled in committee. There was no way at this point to increase appropriation for CSPAC tied to teacher fees, as a bill is required to do so and the deadline had passed. The only possibility left was to receive more general fund support, which is a concept that was rebuffed completely in the House and most agencies resolved themselves to no increased general fund, but concentrated all of their efforts to the getting of cuts reversed, which in most cases they did so unsuccessfully.

Representative Blasdel's bill to require legislative funding before the Board can implement a rule never saw the light of day. I attribute this partially to the agreement we have with legislative leadership through the shared policy goal #4.

With only four days left in the session, a brokered SB 329 will give schools a 1% increase in the first year of the biennium and 2.4% in the second. However the increase is based on a lower starting point than current year funding.

HB 347, mandating civics from K through 12th grade, was tabled in committee, as was the “bullying bill” (SB 141) of Senator Gillan.

HB 397 for public funds for school choice and home schooling was tabled as were the two bills (HB 450 and HB 451) to elect the Board of Education.

HB 456 dictating to schools on an “opt in” policy on Health Enhancement Curriculums passed the legislature, but was vetoed by the Governor.

HJ 7 to cut the size of OPI by 50% and reduce the number of school districts, as well as HJ 9 creating an interim study of the BPE and Local School District supervision of schools authority were tabled in committee.

SB 282 to provide tax credits for private donations to scholarships died in committee.

HB 154 to eliminate the educational requirements for the Superintendent of Public Instruction died in committee.

HB 142 to provide interim review of advisory councils for sunset (CSPAC) was signed by the governor.

SB 25 was a bill to monitor body mass index of K-12 students and was tabled in committee.

HB 13, the state pay plan, was not passed in the House on a 60-40 vote, based largely on the cost of the bill and the poor economic times. Plans to reinvigorate were contemplated as of this writing.

SJ 28 to create an interim study of performance based funding passed both houses.

SB 44 to raise the compulsory age for school enrollment died in committee.

SB 88 to increase stipends for teachers died in committee.

SB 208 to allow school to be held on Saturdays outside of emergency situations was signed by the Governor.

All of our current appointees were ratified unanimously by the Senate.

The work of the Chapter 55 Task Force will be back on track with the next meeting scheduled for May 16 and 17 in Helena. The work is focused on the review of previous work, small group break-out sessions on all sections of the chapter, thinking boldly on

innovative standards that can carry us forward 10 to 15 years, and a thoughtful blend between input and output standards.

We continue to work on monitoring the implementation of the Class 8 license. CSPAC continues to review applications and approved three during its January 2011 meeting. The next application reviews are scheduled for July.

Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed “high quality” assessments which will be coordinated with the Common Core Standards if they become a reality for the state. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult.

The case, which has been appealed to the First Judicial District for judicial review, has yet to be litigated and is still pending. We continue to advise the OBPP and the legislature of our potential budgetary challenges for the coming two years.

Board work continues to include, but is not limited to: review all passed legislation; Examine resolution affecting the continuation of CSPAC; review with possible substantive amendments to Chapter 55; continue work with the Interim Legislative Committee and the LFD; continue to work with and monitor the Shared Policy Goal work with leadership in the legislature; National Common Core Standards; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty; strategic planning meeting; school safety issues; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE’s five-year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction including common core; future assessments associated with the Common Core requirements; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; dual enrollment/credit work; counsellorship initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous interim committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB and RTTT implications on future reauthorization of ESEA; work of the Montana Digital Academy and its future and preparation for next session; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; follow-up of NASBE’s annual meeting held in SLC in 2010; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education for All efforts; High School Improvement Initiative; results of the legislative interest of the high school drop-out rate in Montana and data alignment between the OCHE and the OPI; performance-based budgeting proposals expectations for the 2011 Legislative Session; Board responsibilities with the implementation of the teacher loan repayment plan found in SB 2; issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying and related accreditation

issues; financial education curricular concerns; school nutrition and physical education and obesity; civic education; NASBE grant follow-up on student leadership; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

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

- Continued work with legislature on fiscal responsibility processes for SB 152
- Testified on major Board impact bills in both houses
- Assisted in the restoration of 5% cuts in Senate Finance and Claims
- Met with consultant regarding an IT security project for the BPE
- Facilitated conference call with the BPE regarding certain litigation
- Met with legislators and MEA-MFT regarding teacher license fees
- Met with Agency Legal Services to discuss use of their counsel for our cases
- Met with LFD staff on draft language for teacher fees
- Attended HEA sponsored Leadership Initiative Symposium
- Facilitated conference call in unresolved litigation
- Met with Helena School District regarding accreditation status
- Attended March 3 CSPAC meeting
- Attended MSDB Conference call

The work before the Board continues with a high level of importance, including: preparation for each piece of 2011 legislation that may impact us; work of Chapter 55 Task Force; working with two interim committees of the legislature; the Common Core concept and possible rule promulgation; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Monitoring work of the Digital Academy; Counselor Leadership Initiative; the shared policy goals with the legislature; Healthy Schools Network (Team Asthma); and the Learning First Alliance. There is a great deal of interest from the legislature to expand our state's distance learning offerings and the work of the Montana Digital Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and continued relation building with the OPI, the Board of Regents, the Governor's office, the legislature, and the OCHE and all of our educational partners.

Highlights of the March 3, 2011 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 3, 2011 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair, Mr. Jon Runnalls, Teacher, East Helena; Ms. Patty Muir, K-12 Specialist, Laurel; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Tammy Lacey, Administrator, Great Falls; and Ms. Janice Bishop, Teacher, Missoula. The Trustee position sits vacant at the moment.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI; Ms. Lorri Weiss, OPI; Ms. Nikki Sandve, OPI; Ms. Ann Gilkey, OPI; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Correspondence

A letter from Chairperson Patty Myers of the Board to former CSPAC Chairperson Doug Reisig, congratulating him on being awarded the G.V. Erickson Award by the School Administrators of Montana, was included in the correspondence.

Executive Committee

Ms. Applegate asked the Council if it would be okay to move the breakout sessions of the committee groups to the July meeting due to the fact one committee did not have any members present at the meeting. The Council then reviewed the short term goals as well as the long term goals. The Council discussed the possible replacement of the NASDTEC reviews with CAEP reviews and their role in the process and its effects on the PEPPS review process. Various other short term and long term goals were discussed along with the CSPAC By-laws. The Annual Report was approved by all and Ms. Applegate informed the Council the Chapter 55 Workgroup will meet again in May.

Administrative Officer's Report

Mr. Donovan informed the Council of a recent meeting between OPI, MSDB, and representatives from the sign language interpreters and instructors of Braille standards workgroups to look at ways to offer certification to these instructors so they may meet the standards to work in Montana schools. He also spoke about former CSPAC member Mr. John Harris' decision to not run for another trustee term, thus making him ineligible for the Council. Applications for a new trustee will be accepted for a new appointment in May. He also reminded Ms. Muir and Ms. Applegate they will need to resubmit an application to continue with their second three-year term on the Council. Dr. Fishbaugh has also completed her 2nd term so the Council will welcome a new post-secondary education member at its next meeting.

Licensure and Endorsement Committee Report

The subgroup met with Mr. Donovan and Ms. Applegate to continue work on drafting new language for the Montana Educator Code of Ethics. A draft of the possible codes was passed out and the Council was asked to provide feedback via email. Ms. Lacey suggested the draft codes be presented to Council member's colleagues to understand how educators feel about the proposed codes.

Montana Commission on Teaching Committee Report

Ms. Applegate handed the meeting over to Ms. Muir who in turn introduced Ms. Nikki Sandve of OPI and director of mentoring institute training programs. She spoke of the continued push to implement teacher mentoring programs across state schools, online tools to help with these efforts, and the upcoming summer institute in Bozeman. She also discussed other various online tools to help in mentoring efforts.

Update on Possible Area of Permissive Specialized Competency in Dance

Technical difficulties made it impossible to connect with Ms. Karen Kaufman via conference call. The Council plans on readdressing the item at its July meeting as a result.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh was unable to attend the meeting due to a prior engagement. As a result, the PPCE report was not presented.

Common Core State Standards Update/OPI Update

Ms. Nancy Coopersmith was unable to present due to the OPI budget hearing with the legislature which took place the same day. As a result, Dr. Linda Peterson presented the Common Core update along with her OPI update. During the February 17, 2011 Board of Public Education meeting, Ms. Kris Goyins presented a comparative study to the Board between the national and state standards to see where the state aligned and deviated from the national standards. Dr. Peterson stated OPI and the Board will continue their awareness level and let the public know new information as soon as they can. Questions ensued surrounding what responsibilities districts would hold with these standards.

Board of Public Education Report

Mr. Meloy spent the morning at the Leadership Institute for the Council of Chief State School Officers listening to former OPI employee Chris Lohse. Mr. Lohse currently works at CCSSO as the Design & Dissemination Director. He then discussed the current legislative session and the possibility of have the 5% cut made to the budget of all state agencies restored. A possible alternative to recoup the funds lost from the potential 5% cut would be to raise the teacher licensure fees. Although MEA-MFT would not support this raise in fees, they would not oppose either. Mr. Meloy then mentioned a few bills the Council should follow including bills that would affect compulsory school enrollment, address bullying issues, and one dealing with charter schools. There is also a bill that would bring statutorily created councils, such as CSPAC, to an interim legislative committee to justify its existence.

Plan for Future Conferences

Mr. Meloy worked with Chairperson Ms. Patty Myers of the Board of Public Education to set aside enough funding to send Mr. Donovan and two Board or Council members to the NASDTEC Annual Conference June 5-8, 2011 in Sacramento, CA. Ms. Applegate will attend along with Ms. Sharon Carroll of the Board.

Future Agenda Items

The Council will meet next on July 13-14, 2011 in Helena, MT. The Council will meet with the Board at its annual joint meeting on July 14, 2011. Mr. Donovan reminded everyone the annual calendar will be set at the July meeting.

Public Comment

There was no public comment.

Please contact the CSPAC office to request copies of the highlights from previous CSPAC meetings by visiting us at our website: bpe.mt.gov.

Laurel Middle School
Special Education Department

725 Washington Avenue
Laurel, MT 59044
(406)628-6919

RECEIVED
MAR 15 2011
BOARD OF
PUBLIC EDUCATION

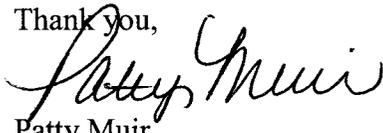
To Whom it May Concern:

I am writing this letter to express my interest in seeking a second term on the Certification Standards and Practices Advisory Council (CSPAC).

This council has allowed me to be part of an extraordinary group of professionals. To be able to see the Montana education continuum, represented by several entities, has enlightened me to the intricacies and the complexities of our education community. It has been a steep learning curve, but having now gained experience on the council, I feel more confident in the contributions I can bring.

I hope you will consider me for a second term. I would be privileged to serve.

Thank you,



Patty Muir
Special Educator/Laurel Public Schools
Laurel, MT

Montana Board of Public Education
PO Box 200601
46 North Last Chance Gulch
Helena, MT 59601

RECEIVED
APR 05 2011
BOARD OF
PUBLIC EDUCATION

Steve Meloy,

I have served on the Certification Standards and Practices Advisory Council (CSPAC) for the last 3 years. I am currently the chair. It has been a wonderful professional experience and I want to thank you. After over 20 years in the classroom it is very rewarding to be able to be a part of the advisory council. I feel with my experience as a practicing teacher and background at teaching several different grade levels that I can offer valuable input that will benefit all the students of Montana.

I would like you to know how beneficial it is to have your help along with Pete Donovan, and Anneliese Warhank. Your knowledge and support is the critical link between those of us that are practicing in the field and our quarterly meetings. You are the reason that members of the council all over Montana are able to communicate and prepare between meetings.

Reaching beyond the classroom has always been a professional goal of mine and I would be delighted to continue as chair of the CSPAC with your approval.

Thank you for your consideration,

Sharon Applegate
Sharon Applegate

Dianne M. Burke

P. O. Box 540 • Frenchtown, Montana • 59834
(406) 626-4594 • email: dianne@burke-consult.com

Professional Experience

1989-present: Burke Consulting, Inc. The company provides network consulting and technical support services, including server and workstation installation and management, internal and external security audits, forensic computer investigations, and disaster recovery planning/implementation. Educational services include development and delivery of courseware for operating systems and application software.

2001-present: Adjunct Instructor, University of Montana. Develop and deliver undergraduate computer-related courses. Recent classes include Microsoft Server Technologies, Microsoft Network Infrastructure and Management, Network Security, and Computer Ethics.

1998-2000: Systems Engineer, Emery Computers, Inc. Provided network and operating system support and services for Microsoft NT and Novell LANs. Operating systems included Novell, Microsoft Server/Terminal Server, and Citrix Winframe/Metaframe. Server-based applications included Novell and Microsoft versions of email, firewall, and web hosting software. Developed and delivered operating system and application training to customer base and staff.

1998-2000: Network Manager, The Internet Store, Inc. The Internet Store was a Missoula ISP and subsidiary of Emery Computers, Inc. Responsible for all aspects of system management: circuit and router configuration and monitoring; installation and set up of web, DNS, FTP and mail services; server hardware and software support; training of support personnel.

1994-1998: Network Administrator, County of Missoula. Responsible for installation, configuration and maintenance of a multi-server, multi-platform LAN. Server operating systems included Novell NetWare, Microsoft Windows and HP-UX. Provided first and second level technical support for 8 servers and over 400 users.

1986-1989: Staff Instructor, Amdahl Corporation. Responsible for domestic and international delivery of classes for the Commercial Education Division in the VM Operating System. Course levels ranged from 2-day introductory classes to 10 day internals level classes. Capable of teaching over 45 days (350 hours) of classroom material. Researched, developed, documented, and maintained approximately 20 days of courseware.

Dianne M. Burke
Resume
Page 2

1982-1986: Systems Programmer, Getty Oil Company. Provided systems support for domestic and international VM networks, including software maintenance and migration. Furnished technical support for over 500 users. Responsible for hardware and software support of the regional SNA network node. Developed and conducted in-house training programs for application software.

1980-1982: Research Chemist, Getty Oil Company. Conducted laboratory research programs to test various surfactant/polymer combinations for tertiary oil recovery.

Education, Certifications, and Programming Languages

M.S. Chemistry - University of Houston, Houston, Texas
B.A. Biochemistry - Rice University, Houston, Texas

Microsoft Certified Systems Engineer, Microsoft Certified Professional + Internet
EnCase Certified Forensic Examiner – in progress
HP/Compaq Accredited Systems Engineer
Certified Novell Engineer: NetWare 4, Intranetware, Netware 5

370/XA/ESA Assembler
REXX
FORTRAN 66/77

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

Position on Council: **SCHOOL TRUSTEE**

Name of Applicant: Dianne Burke E-Mail: dianne@montanaburkes.com

Home Phone: 406-626-4594 Work Phone: 406-626-4594

Fax: _____

Address: P. O. Box 657 Frenchtown, MT 59834

Employed by: Burke Consulting, Inc.

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

See attached resume.

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

M.S. Chemistry – University of Houston, Houston, TX 1984
B.A. Biochemistry – Rice University, Houston, TX 1980

Professional experience: (include dates, employer and location)

See attached resume.

Professional and Community Activities:

I'm a 2004 alumni of the Missoula Chamber of Commerce's Leadership Missoula program. I'm an active member of St. John the Baptist Catholic Church as a musician, adult Bible study leader, Sunday school teacher, and lector.

I've been a Director of the Montana School Boards Association since 2009 and currently hold the position of Vice-President.

I've been on the Frenchtown School Board since 2004 and have held leadership positions since 2005. I was Chair of the Building Committee 2005-2010 and oversaw our \$19 million building project, which we completed on time and under budget.

Awards and Honors:

2008 Recipient of the MTSBA Marvin Heintz Award (Completion of 110 hours of School Board Training)

2009 Recipient of School Board of the Year

2010 Recipient of MTSBA Golden Gavel Award (School Board Training)



Salish Kootenai College



April 3, 2011

Box 70
Pablo, Montana 59855
Phone (406) 275-4800
Fax (406) 275-4801

RECEIVED
APR 14 2011
BOARD OF
PUBLIC EDUCATION

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

Dear Mr. Meloy,

Please find the enclosed application materials to serve on Montana's Certification Standards and Practices Advisory Council. I consider the nomination from the Montana Council of Deans of Education to apply to CSPAC to be an incredible honor, and I am hoping that the skills and knowledge that I can bring to an appointment on CSPAC may be an appropriate match for both councils.

I have worked for over seventeen years on the Confederated Salish and Kootenai Tribes' Reservation teaching in a P-20 capacity. This teaching experience with learners of varying ages from birth to adulthood provided me with the opportunity to not only increase my educational skills and knowledge, but it enhanced my interpersonal skills and abilities to form meaningful partnerships and relationships with individuals and groups from diverse cultural backgrounds, particularly those from the Salish, Pend d'Oreille and Kootenai tribes.

I was also afforded with the opportunity to complete my doctoral research and degree in Educational Leadership while I was working in my current position as Education Department Chair at Salish Kootenai College. My research provided me with many insights into the strengths and challenges facing educational systems and students, particularly concerning Indian education. My knowledge of enhancing cultural competence in the process of providing quality, and thus effective education to all students may be of particular benefit to the Council. I believe strongly in Montana's fulfillment of its obligations to the Indian Education for All Act, and have worked to strategically incorporate this doctrine into the teacher preparation programs at Salish Kootenai College.

I am also very interested in the opportunity to serve on CSPAC as I have much to learn about the teaching standards and practices governing our educational systems in Montana, particularly during this time of educational reform at the national and state level. This up-to-date knowledge will be vital to the teacher preparation programs, both locally at SKC and throughout the state of Montana. I believe that I can be an active learning participant who can reliably relay information to the Montana Council of Deans of Education as their representative.

I thank you in advance for your time and consideration to my application. I can be contacted by phone or email to provide any additional information.

Sincerely,

Cindy O'Dell

Salish Kootenai College is accredited by the Northwest Commission on Colleges and universities

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

Position on Council: **POST-SECONDARY EDUCATION**

Name of Applicant: **Cynthia (Cindy) O'Dell** E-Mail: **cindy_odell@skc.edu**

Home Phone: **406-499-0101** Work Phone: **406-275-4752** Fax: **406-275-4808**

Address: **21121 Montana Hwy 35; Bigfork, MT 59911**

Employed by: **Salish Kootenai College; P. O. Box 70; 58183 Hwy 93; Pablo, MT 59855**

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

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

Ed.D. in Educational Leadership
The University of Montana, Missoula, MT May 2010

M.S. Degree in Child Development
Montana State University, Bozeman, MT June 1985

B.S. Degree in Elementary Education
University of Oregon, Eugene, OR March 1982

Professional experience: (include dates, employer and location)

January 2002 to present: Education Department Chair and Instructor, Salish Kootenai College, Pablo, MT

February 1997 to January 2002: Special Services Coordinator, Flathead Head Start, Ronan, MT

November 1994 to September 1995: Special Needs Teacher, Son-Rise Program, Bigfork, MT

August 1988 to July 1992: Early Childhood Instructor/Department Supervisor, Salish Kootenai College, Pablo, MT.

Professional and Community Activities:

Please see my resume for a more complete listing of my professional and community activities. The following is a list of some of my professional activities:

- Member of the Montana team for the State Consortium for Educator Effectiveness 2010
- Montana Board of Public Education's Distance Learning Task Force from 2006-2008

- Chair of the Montana Early Childhood Advisory Council through DPHHS for 2007, and served on the Council from 2005 to 2008 as the Higher Education Representative.
- Confederated Salish and Kootenai Tribe's Touchpoints Team as a team member and trainer.
- Member of the Montana Higher Education Consortium.
- Chair of the Montana Early Childhood Higher Education Consortium
- Member of the Montana Council of Deans of Education
- The Confederated Salish and Kootenai Tribes School Readiness Task Force.
- Faculty development leader at Salish Kootenai College including the Content-Oriented Writing Group, the Engaging and Assessing Student Learning Group, and Communication and the 4-C's (Communication, Critical Thinking, Citizenship and Culture) Group.
- Salish Kootenai College's Assessment and Outcomes Committee and recently conducted a faculty workshop on assessment of student learning.
- Montana Early Childhood Service Award, 10/1989.
- Active member of the following Professional Organizations, Schools and Agencies:
 - National Association for the Education of Young Children
 - Association for the Education of Childhood International
 - American Association for Colleges of Teacher Education
 - National Indian Education Association
 - Parent's Let's Unite for Kids
 - Montana Early Care and Education Practitioner/Trainer Registry Level 8 – Montana Early Childhood Project
 - Montana Early Childhood Higher Education Consortium
 - Montana Higher Education Consortium
 - Montana Council of Deans
 - Montana CCSPD Board Member
 - University of Montana-Western Education Department Advisory Board

Awards and Honors:

Recipient of the 2009 American Indian College Fund/Salish Kootenai College Faculty Member of the Year

Recipient of the Salish Kootenai College 2007 Distinguished Service Award for "outstanding work done on behalf of Salish Kootenai College."

Employer/District Release: (if employed):

I, Arma C Taylor, will release
Employer

Cindy O'Dell for service on
Applicant

the Council.

**References (Letters of reference should be attached)
Include a letter of reference from a School Board Member and Superintendent.**

Name Amy Burland Position Arlee School Board Member

Address 35618 Dumontier Road Arlee, MT 59821

E-Mail amy_burland@skc.edu

Phone Number 406-275-4761

Name Erin Lipkind Position Missoula County Superintendent

Address 1581 Cornerstone Dr. Missoula, MT 59802

E-MAIL erinkind@yahoo.com

Phone Number (406) 218-0186

Name Carmen Taylor Position Academic Vice President

Address Salish Kootenai College P. O. Box 70 Pablo, MT 59855

E-MAIL carmen_taylor@skc.edu

Phone Number 406-275-4752

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council. **Please refer to my letter of intent for this statement.**

I, Cindy O'Dell, am committed to the
Council's statutory responsibilities. *applicant*
Initials CO

Deadline for application is **April 15, 2011.**

All application forms must be sent to:

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

Arlee Joint School District No. 8

72220 Fyant St. – Arlee, Montana 59821 (406)726-3216 Fax (406)726-3940

Accessible Responsive Learning Environment for Excellence

Trustees:

Hank Adams – Chairperson
Doug Lefler – Vice-Chairperson
Amy Burland – Trustee
Troy Felsman – Trustee
Roger Christopher – Trustee

Administrative Staff:

John J. Miller – Superintendent
Lisa Miller – Elementary Principal
Jim Taylor – JHS/HS Principal



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

April 5, 2011

Dear Mr. Meloy,

It is a pleasure to recommend Dr. Cindy O'Dell to the Certification Standards and Practices Advisory Council. I have known Cindy for the past 15 years both as a parent and through professional pre-K-12 educational fieldwork. I first met her when my son attended Head Start in Arlee and have worked with her in the pre-service teacher preparation program at Salish Kootenai College for the past 10 years.

Cindy is a strong advocate for pre-k through higher education students and her work over the past 20 years has benefited students and educators alike. Through her work, she interacts with the school districts across the Flathead Reservation. Evidence of this is in the make-up of the advisory board that is part of the SKC Education Department planning and program assessment. This board is made up of teachers and administrators from throughout the Reservation along with the SKC education faculty. In addition, she meets with administrators and supervising teachers that assist in training elementary and preschool teachers.

As a trustee, I see the Salish Kootenai College as an invaluable resource to the local students in regard to the economics of attending higher education and in strengthening cultural identity. We appreciate Dr. O'Dell's ambition and recognition in serving on state boards to make sure that the best interest of not only local youth but all of Montana youth are considered in these rapidly changing educational times.

For these reasons, I highly recommend Dr. O'Dell in serving on the CSPAC. If you have any questions please feel free to call me at 406-275-4761.

Sincerely,

A handwritten signature in cursive script that reads "Amy Burland". The signature is written in black ink and is positioned above the printed name.

Amy Burland
Arlee School District Trustee



April 7, 2011

Dear Board of Public Education

It is without hesitation that I recommend Dr. Cindy O'Dell to serve on the Certification Standards and Practices Advisory Council. I have known Dr. O'Dell in a professional capacity for one year, during which time I served as an adjunct instructor in the Department of Education at Salish Kootenai College (SKC).

Dr. O'Dell serves as the Department Head of the Education Department at Salish Kootenai College—a department shaped by Dr. O'Dell's leadership, vision, and knowledge of K-12 education. In 2009, she was named the Salish Kootenai College Teacher of the Year. That same year Dr. O'Dell began a four-year commitment to serve as project coordinator for a \$1 million University of Montana/Salish Kootenai College Endorsement Partnership Project which will support 25 Native students to obtain advanced degrees in conjunction with their special education endorsement or principal credentials. This important project addresses several areas of shortage—Native special education teachers and principals, and Native educators with advanced education degrees.

Dr. O'Dell is strongly committed to Indian Education for All (IEFA) implementation. This is demonstrated through her work with Native pre-service teachers as she strives to graduate more Native educators. The courses offered in the SKC Department of Education contain IEFA components, and each pre-service teacher is required to take a course in multicultural education/Indian Education. Additionally, Dr. O'Dell earned her doctorate in Educational Leadership from the University of Montana in 2010. Her dissertation findings suggest that an increase in Native educators will result in a decrease in the achievement gap and student drop out rates and an increase in Native students seeking post-secondary education, while identifying existing barriers to these goals.

Dr. O'Dell creates a warm and safe environment in the Department of Education, a place where students know they come for assistance, advice, or just to chat. She strives to meet the educational, emotional, social, and personal needs of students, and is understanding and knowledgeable of the diversity (ethnic, family status, educational preparedness, etc.) of her students. Should you select her, I am certain Dr. O'Dell will make an excellent addition to your council. This position appears tailored to her skills, strengths, and interests, and her unique perspective as a faculty member from a tribal community college will enrich the work of the CSPAC. Please contact me at work (258-4860) or at home (493-1385) if you have any questions.

Sincerely,

Erin Lipkind, Ed.D.

Missoula County Superintendent of Schools



Salish Kootenai College



P.O. Box 70
Pablo, MT 59855
Ph. (406) 275-4800
Fax (406) 275-4801

April 4, 2011

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

Re: Letter of Reference for Cindy O'Dell for appointment to the Certification Standards and Practices Advisory Council (CSPAC)

Dear Montana Council of Deans:

It is a pleasure to write this letter of reference for Dr. Cindy O'Dell for an appointment to represent the Montana Council of Deans on the Certification Standards and Practices Advisory Council.

Dr. Cindy O'Dell is currently the Education Department Chair and Instructor for the Early Childhood and Elementary Education programs at Salish Kootenai College. Cindy joined the faculty at Salish Kootenai College in January 2002 after serving as an early childhood instructor from 1988-1992 and as an adjunct from 1997-2001. She is also the Title III Project Director for the development of an Early Childhood bachelor degree program at SKC.

Cindy has shown admirable leadership skills as department chair of the Education Department. She has the unusual ability to function as a neutral and skilled group facilitator. Her written and verbal communication skills are exemplary. Cindy has organized material and made presentations for Salish Kootenai College at national and regional conferences. She has written and managed numerous grants.

Cindy has provided leadership when called upon and always is a cooperative and dynamic team member. She is a self-starter who tackles her work with enthusiasm and optimism. Cindy has the ability to grasp the entire scope of a project before focusing on specifics. An example of seeing the big picture is her direction in bringing the entire campus to a scholarly understanding of Outcomes Assessment.

Numerous demands come into play in Cindy's professional and personal life. She handles all demands with calm resolve and enviable balance. She is a healthy individual who radiates goodwill. She is committed to a life of professional activity and growth. Cindy is patient and methodical in setting and accomplishing goals. Cindy will be an asset if chosen to represent the Montana Council of Deans on CSPAC.

Please contact me for more information on Cindy's qualifications or abilities.

Sincerely,

Carmen Taylor
Academic Vice President
Salish Kootenai College

P. O. BOX 70 • PABLO, MT 59855
PHONE (406) 275-4752 • E-MAIL CINDY_ODELL@SKC.EDU

CYNTHIA G. O'DELL

EDUCATION

Ed.D. in Educational Leadership
The University of Montana, Missoula, MT May 2010

M.S. Degree in Child Development
Montana State University, Bozeman, MT June 1985

B.S. Degree in Elementary Education
University of Oregon, Eugene, OR March 1982

PROFESSIONAL EXPERIENCE

Current Position: Dean of Education, Salish Kootenai College,
Pablo, MT

Responsibilities include: directly supervising the Early Childhood Education and Elementary Education programs, faculty and departmental activities; sharing the supervision of the Broadfield Secondary Education program with the Department of Math, Science and Engineering; conducting, analyzing, and reporting assessment activities for program accreditation and curriculum improvements; teaching education courses on diversity, Indian education, exceptional learners and human development; advising early childhood and elementary education students including monitoring class performance and degree status; observing and providing students with feedback during field experience and student teaching; supervising and implementing grant activities for federal and state grants awarded to SKC through the Department of Education, the Office of Indian Education, and the Department of Health and Human Services; fulfilling responsibilities as the Title 3 Director for the Education Department at SKC; participating on college committees such as the Outcomes and Assessment Committee; participating on state, national, and local councils such as the Montana Higher Education Consortium, the Montana Council of Deans, and the Montana Early Childhood Higher Education Council; and assisting with various community service projects. January 2002 to present.

PROFESSIONAL EXPERIENCE

Special Services Coordinator, Flathead Head Start, Ronan, MT

Responsibilities included: Assessing and qualifying Head Start children for special services; providing or coordinating these services with parents, public schools and mental health agencies; supervising teachers and aides working with children with special needs; developing culturally relevant developmental checklists to assess children's development and growth; conducting functional behavioral assessments for children with challenging behaviors; and providing professional development to all teaching staff to work with children with disabilities. Skills required and utilized: familiarity with Montana state and federal special education laws and their application at the local level; familiarity with behavior management techniques, and ability to implement positive guidance techniques in a classroom setting; a demonstrated ability to establish positive relationships and to effectively communicate with teachers, parents and administrators; the ability to plan and implement a teacher training/professional development plan for Head Start teachers. February 1997 to January 2002.

Special Needs Teacher, Son-Rise Program, Bigfork, MT

Attended training at the Option Institute in Scheffield, Mass. in order to work with an autistic child in a home-based, child-centered program. Responsibilities included providing instructional activities to the individual child; training other individuals in the Son-Rise program which included observing, videotaping and providing written and verbal feedback; attending and leading weekly group meetings; and participating in ongoing feedback sessions to improve skills and knowledge. November 1994 to September 1995.

Teacher Trainer, Flathead Head Start, St. Ignatius, MT

Responsibilities included teaching early childhood courses to Head Start teachers on child development and developmentally appropriate practices. 1/94 to 3/94 and 2/95 to 4/95.

Program Evaluator/Consultant, Southern Ute Head Start Center, Ignacio, CO

Responsibilities included conducting a literature review, staff interviews, and program evaluation for a Head Start Family Service Center Demonstration Grant. This research was included in a monograph, Culture and Communication,

on how the tri-cultural environment of the area impacted the establishment and direction of the Family Service Center. It examined cultural differences of communication and learning styles of the Ute, Hispanic and Caucasian staff and families. 4/93 to 1/94.

Director and Head Teacher, Bigfork Athletic Club, Bigfork, MT

Responsibilities included establishing and managing the Children's Activity Center in the Athletic Club for children from infancy through school-age; supervising staff of eight part time teachers; and planning and implementing developmentally appropriate activities for young children. 4/93 to 9/95.

Early Childhood Instructor/Department Supervisor, Salish Kootenai College, Pablo, MT

Responsibilities included developing culturally relevant video and print materials for Child Development Associate (CDA) training and Early Childhood Education courses; teaching early childhood courses for Head Start teachers and early childhood students; writing and supervising federal and state grants (Teacher Training in Remote Areas for CDA Certification, Child Development and Head Start/Day Care Certification Training, two HUD Child Care Demonstration Grants and a Montana Child Care Provider Training Grant); supervising department and child care staff; and authoring and distributing an early childhood newsletter on a national, state and local level. 8/88 to 7/92.

Program Coordinator and Head Teacher, Bright Beginnings Preschool, Missoula, MT

Responsibilities included designing and implementing a summer enrichment program for preschool and school-age children; conducting student assessments and planning group and individual activities based on assessment information. 4/88 to 8/88.

Grant Writer, Salish Kootenai College, Pablo, MT

Responsibilities included researching and writing a federal grant, Teacher Training in Remote Areas for CDA Certification. 3/88

Project Director, Montana State University, Bozeman, MT

Responsibilities included supervising and implementing grant activities for a state vocational grant, Expanding Vocational Awareness of Economically Disadvantaged

Young Women at Montana State University's Women's Resource Center; designing video and print materials (Today's Choices for Tomorrow's Careers) to enhance career awareness among high school students; coordinating and conducting workshops for high school students and their parents on vocational opportunities and career planning; designing and conducting statistical analysis to evaluate the effectiveness of the project's materials and workshops; and supervising staff of two work study students and a project assistant. 9/86 to 7/87.

Project Coordinator, Montana State University, Bozeman, MT

Responsibilities included implementing grant activities for two state vocational grants, Increasing Male Enrollment in Home Economics, and Men in Home Economics; designing and utilizing video, slide and print materials with high school students; designing pre and post tests to evaluate the projects' completion of objectives. 1/86 to 7/86.

Head Teacher, Pilgrim Preschool, Bozeman, MT

Responsibilities included activity planning and extension for large and small groups of children based on student assessment; communicating with parents through parent teacher conferences, daily contact and newsletters; supervising staff of two teacher aides and providing feedback on their performance for their professional development. 9/83 to 6/85.

PUBLICATIONS

Assessment Tools:

- Owings, N., Mills, P., & O'Dell, C. (1988). *Learning Inventory of Kindergarten Experiences*. Seattle, Washington: University of Washington Press.
- Owings, N., Workman, S. O'Dell, C. (1985). *Play, Language and Drawing Representational Behavior Scale*. Co-author of a scale used to assess the representational behaviors of children 9 months to 5 years of age. Conducted reliability and validity statistical analysis for the scale.

Abstracts:

- Gilliard, J. L. & O'Dell, C. (2008). *Teacher Education at a Tribal College: Satisfying Accreditation Standards within the Context of Culturally Relevant Curriculum and Instruction*. Abstract published in the International Globalization, Diversity and Education conference proceedings, Spokane, WA.

- O'Dell, C., Grant, J. & Christopher, J. (May 2004). Abstract and application for the 2004 Carter Partnership Award. This application was selected as a semi-finalist for the 2004 competition.

Scholarly Manuscripts Submitted for Publication to Peer Reviewed Journal:

- O'Dell, C. & Gillard, J. L. *Developing a conceptual framework for the Early Childhood and Elementary Education Programs at a Tribal college: Lessons Learned.* Paper submitted to The Teacher Educator, April 2007.

Non-Published Work:

- O'Dell, C. *An Investigation of the phenomenon of shortages of Indian teachers through the described experiences of leaders in teacher preparation from Montana's tribal colleges.* Doctoral Dissertation, May 2010.

Funded State and Federal Grants:

- Increasing the Capacity for Native Educators in Montana (2010-2014) – a four year grant to provide support to a cohort of 20 Indian pre-service teachers and 15 Indian teachers to earn a bachelor or master's degree. This grant is a partnership with The University of Montana (\$1,019,458).
- Title 3: Development of an Early Childhood Education Bachelor's Degree (2006-2011) – a five-year grant from the U. S. Department of Education to develop an early childhood BA program and support Salish Kootenai College's endowment fund (\$1,975,000).
- Pre-Service Teacher Training Grant (2005-2009; refunded in 2008-2012 and in 2010-2014)– a four year grant funded by the Office of Indian Education through the Department of Education to assist students in earning a bachelor's degree in elementary education and becoming licensed and employed in schools serving high percentages on Native American children (\$848,716; \$1,171,751; \$1,058,000).
- Endorsement Partnership Project (2009-2012) – a four year grant funded by the Office of Indian Education to provide support to 15 Native American students working towards an endorsement/master's degree in special education and 5 Native American students working towards an endorsement/master's degree in educational leadership. This grant is a partnership with The University of Montana (\$1,250,000).

- Specialized Training Grant (2007-2008) – a one year grant from the State of Montana Department of Public Health and Human Services to provide Touchpoints coursework and support to students engaging in Touchpoints mentoring (\$13,000).
- Child Care Provider Grant (2006-2009) – a three year grant from the State of Montana Department of Public Health and Human Services to provide learning materials and support for continued accreditation for the Salish Kootenai College Child Care Center (\$37,000).
- Infant Toddler Mentoring (2005-2007)– a two-year grant funded by the state of Montana Department of Public Health and Human Services to provide mentoring for students completing the Touchpoints training (\$58,000).
- Child Care Access Means Parents in School (2002-2006) – a four year grant funded by the U. S. Department of Education to provide a stipend for students for child care expenses in order to attend SKC (\$47,200).
- Head Start Partnership Grant (2001-2006) - a five-year grant funded by the Administration for Children, Youth and Families to assist the tribal Head Start program to meet the mandate for qualified teachers having an associate degree (\$594,700)
- Teacher Training in Remote Areas for Child Development Associate Certification (1988-1992) – a five year grant funded by the Administration for Children, Youth and Families to assist 20 early educators in receiving the national CDA credential (\$102,792).

SYNERGISTIC ACTIVITIES AND COLLABORATORS

- Vanderbilt Peabody College, Claremont Graduate University and the U. S. Department of Education: Completed the IRIS (IDEA 04 and Research for Inclusive Settings) Training of Trainers, Park City, Utah. Provide contracted services and professional development to college and university faculty, particularly at Tribal Colleges. 9/2008 to present.
- Monarch Center: collaboration to assist with the development and enhancement of special education and linguistic diverse teacher training programs. 1/2006 to present.
- Brain Based Teaching and Learning Conference. Coordinated a regional conference for teachers and school personnel featuring Eric Jensen (June 2009).
- The Effects of Trauma on the Brain. Coordinated a training event for teachers, counselors, social and health care

workers featuring Dr. Bruce Perry from Child Trauma.org (May 2009).

- West-Ed Program for Infant Toddler Caregiving Training of Trainers. Completed all five modules of training. Washington, DC & San Diego, California. 4/02,10/02 & 1/08.
- Cultural Framework of Poverty Workshop. Helena, Montana. 1/08
- Certified Trainer for the Brazelton Touchpoints Center and Boston University School of Medicine. Boston, Massachusetts. 5/03
- Department of Health and Human Services: Grant Reviewer. Washington, DC. 6/03
- Montana State University's Secret Life of the Brain Training of Trainers. Bozeman, Montana. 4/02.
- Son-Rise Program, Option Institute. Training for working with special needs children As a result of this training, I assisted a parent of a child with autism to implement an individualized, home-based program for her child. After four years of this program, the child was re-evaluated and was found to have no signs of autism. Scheffield, Massachusetts. 11/94 to 9/95.

SPEAKING

ENGAGEMENTS:

LOCAL AND REGIONAL

- O'Dell, C. (February 2011). "*The Brain and Children's Emotions*" Presentation to the Families and Schools Together (FAST) parent meeting, Ronan, Montana.
- O'Dell, C. Ruhman, D. Burland, A & Davey, C. (September 2008). "*Technology, Talents and Teaching.*" Presentation to the Salish Kootenai College faculty inservice, Pablo, Montana.
- O'Dell, C. (May 2008). "*Assessment in Education.*" Spring Quarter Faculty Development at Salish Kootenai College, Pablo, Montana.
- O'Dell, C. (May 2008). "*Choosing educational toys for your baby.*" Early Head Start Parent Meeting, Ronan, Montana.
- O'Dell, C., Ruhman, D. & Burland, A. (March – July 2007) Presentations to the Montana Board of Education for accreditation of the elementary education program at Salish Kootenai College, Helena, Montana.
- O'Dell, C. (September 2007). "*Welcoming Address to New Faculty: The top10 things I love about SKC.*" New faculty orientation, Pablo, Montana.

- O'Dell, C. (May 2006). "*The Discoveries of Infancy: How do infants learn?*" Early Head Start Parent Meeting, Ronan, Montana.
- O'Dell, C. (June 2006). "*Introduction of Dr. T. Berry Brazelton.*" Touchpoints Mentoring Conference, Pablo, Montana.
- O'Dell, C. (May 2005). "*Educational Opportunities at Salish Kootenai College.*" A presentation to PEO Chapter AI, Polson, Montana.
- O'Dell, C & Sherwin, S. (June 2005). "*Outcomes and Assessment at Salish Kootenai College.*" A presentation to the Salish Kootenai College Board of Directors Annual Retreat, Columbia Falls, Montana.
- O'Dell, C. (September 2005). "*Teacher Preparation at Salish Kootenai College.*" Delta Kappa Gamma, Polson, Montana.

STATE

- O'Dell, C. (March 2011). "*Qualitative Research and Phenomenological Studies*" Presentation to The University of Montana's Curriculum and Instruction Educational Research course, Missoula, Montana.
- O'Dell, C. (November 2010). "*An investigation of the phenomenon of shortages of Indian teachers through the described experiences of leaders in teacher preparation from Montana's tribal colleges*" Presentation to the Montana Higher Education Consortium on doctoral research, Bozeman, Montana.
- O'Dell, C. (September 2010). "*A Journey in Cultural Competence*" Presentation to Bozeman Head Start teaching and administrative staff.
- O'Dell, C. (September 2008). "*Infant Brain Development: Implications for Early Literacy Learning.*" Montana School Librarians Association Conference, Livingston, Montana.
- O'Dell, C. & Rudolph M. (August 2008). "*Your Baby's Brain: Wider than the Big Sky – a True Montana Treasure.*" Families and Learning Conference, Missoula, Montana.
- O'Dell, C. (October 2007). "*Career options and preparation for high school students considering careers in early education.*" Montana Association of Career and Technical Educators Conference, Bozeman, Montana.
- O'Dell, C. (October 2007). "*Creative Environments for Young Children.*" Montana Association for the Education of Young Children state conference, Kalispell, Montana.
- O'Dell, C. (May 2006). "*Brain Development: A study of*

research and theory with implications for learning."
Keynote presenter for Dawson Community College's
Shaping the Future Conference, Glendive, Montana.

- O'Dell, C. & Grant, J. (August 2004). "*Indian Education for All in Higher Education.*" Presentation and Seminar Coordinator for The University of Montana School of Education faculty, Salish Kootenai College, Pablo, Montana.
- O'Dell, C. & Grant, J. (August 2003). "*Enhancing Child Development through Environments, Curriculum and Pedagogy.*" Innovation Center for Community and Youth Development for the Nkwusm Salish Language Immersion School, Arlee, Montana.
- O'Dell, C., Gilliard, J. L., & Skunk Cap, L. (October 2003). "*Affirming Culture in the Early Childhood Setting.*" Region VIII Head Start and Montana Early Childhood Conference, Billings, Montana.

NATIONAL

- O'Dell, C. (January 2011) "*Teacher Preparation at Tribal Colleges*" Presentation to Educational Testing Services' Invitational Conference: Many Cultures, One Common Thread, Princeton, New Jersey.
- O'Dell, C. and Rudolph, M. (November 2010) "*Preparing Candidates to Work with Young Children with Disabilities Who Are Culturally and Linguistically Diverse by Enhancing Teacher Preparation Through Increased Opportunities in Early Childhood Special Education*" Presentation to the Monarch Center Conference.
- O'Dell, C. (August 2009). "*Implementing a Successful Indian Teacher Training Project*" Presentation to the Office of Indian Education grantees and administrators at the 2009 Project Director's Meeting, Washington DC.
- O'Dell, C. & Gilliard, J. L. (February 2008). "*Teacher Education at a Tribal College: Satisfying Accreditation Standards Within the Context of Culturally Relevant Curriculum and Instruction.*" 2008 International Globalization, Diversity and Education Conference, Spokane, Washington.
- O'Dell, C. (January 2007). "*Scholarship of Teaching and Learning: Keynote Introduction and SoTL in Action Focus Group*" 2007 National Scholarship of Teaching and Learning Conference for Minority Serving Institutions: Teaching and Learning for Empowerment, Atlanta, Georgia.
- O'Dell, C. (May 2007). "*Mentoring with Touchpoints: A collaborative model.*" Native American Touchpoints

- Advisory Council, Polson, Montana.
- O'Dell, C. & Sherwin, S. (February 2006). "*Assessing Learning and Engagement of Minority Students.*" The Collaboration for the Advancement of College Teaching and Learning Professional Development Conference, Bloomington, Minnesota.
 - Workman, S. & O'Dell, C. (May 1985). *Play, Language and Drawing Representational Behavior Scale*, presentation to the National Conference for the Council for Exceptional Children.

AWARDS AND LEADERSHIP POSITIONS

- Selected to serve on Montana's State Consortium on Educator Effectiveness (September 2010) to collaborate with Montana's Superintendent of Schools, the Montana Office of Public Instruction and 3 other Montana deans of education on this consortium whose mission is to improve the effectiveness of educators by creating a continuum of growth that begins in pre-service and lasts through the end of an educator's career.
- Class 8 Montana Licensure Council. Selected to serve on Montana's Class 8 Licensure Review Council to review and approve to the Office of Public Instruction applications for teaching licensure for those individuals who work at post-secondary institutions and wish to teach secondary education students (2008 to present).
- Chair of the Montana Early Childhood Higher Education Consortium. Elected Chair (September 2010) for this organization that coordinates college level professional development opportunities for early childhood practitioners.
- Recipient of the 2009 American Indian College Fund/Salish Kootenai College Faculty Member of the Year
- Member of the Golden Key International Honour Society, 2008.

- Recipient of the Salish Kootenai College 2007 Distinguished Service Award for “outstanding work done on behalf of Salish Kootenai College.”
- Montana Board of Public Education’s Distance Learning Task Force from 2006-2008.
- Chair of the Montana Early Childhood Advisory Council for 2007, and have served on the Council from 2005 to 2008 as the Higher Education Representative.
- Confederated Salish and Kootenai Tribe’s Touchpoints Team as a team member and trainer.
- Member of the Montana Higher Education Consortium.
- Member of the Montana Council of Deans of Education
- The Confederated Salish and Kootenai Tribes School Readiness Task Force.
- Faculty development leader at Salish Kootenai College including the Content-Oriented Writing Group, the Engaging and Assessing Student Learning Group, and Communication and the 4-C’s (Communication, Critical Thinking, Citizenship and Culture) Group.
- Salish Kootenai College’s Assessment and Outcomes Committee and recently conducted a faculty workshop on assessment of student learning.
- Montana Early Childhood Service Award, 10/1989.
- Active member of the following Professional Organizations, Schools and Agencies:
 - National Association for the Education of Young Children
 - Association for the Education of Childhood International
 - American Association for Colleges of Teacher Education
 - National Indian Education Association
 - Parent’s Let’s Unite for Kids
 - Montana Early Care and Education Practitioner/Trainer Registry Level 8 – Montana Early Childhood Project
 - Montana Early Childhood Higher Education Consortium
 - Montana Higher Education Consortium
 - Montana Council of Deans
 - University of Montana-Western Education Department Advisory Board
 - Montana Association for the Education of Young Children. State Treasurer 11/89 to 1/94.

❖ REPORTS – Patty Myers (Items 4-7)

ITEM 4

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau

ITEM 5

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

**Deputy Commissioner, Academic, Research
& Student Affairs – Sylvia Moore**

ITEM 6

GOVERNOR'S OFFICE REPORT

Dan Villa

ITEM 7

STUDENT REPRESENTATIVE'S REPORT

Tim Seery

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Montana Advisory Council on Indian Education (MACIE) Report
- PRESENTER:** Norma Bixby
MACIE Chair
Office of Public Instruction
- OVERVIEW:** Summary of April 7, 2011, MACIE meeting. Agenda topics: Indian Education Division Report, MACIE Communication Process, Common Core Work Group Report, MIEA Report, Dropout Report
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** That Superintendent Juneau and the Board of Public Education accept the Indian Education for All additions to the Common Core State Standards.

MONTANA ADVISORY COUNCIL on INDIAN EDUCATION (MACIE) REPORT

Meeting Date April 7, 2011 Great Falls	Meeting Location Heritage Inn,
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Next Meeting Date TBD	Next Meeting Location
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Meeting Topics Indian Education Division Report MACIE Communication Process Common Core Work Group Report MIEA Report Dropout Report	
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MACIE Recommendations to the Office of Public Instruction and Board of Public Education : that Superintendent Juneau and the Board of Public Education accept the Indian Education for All additions to the Common Core State Standards
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OPI Response(s)

Board of Public Education Response(s)
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Comments Sandra Boham presented a report to MACIE members regarding the current drafts of the Common Core State Standards. After the report, MACIE members approved a motion to recommend their adoption.
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EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Donated Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2009-10 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

Montana

School Nutrition Programs

Office of Public Instruction

Division of Health Enhancement and Safety

2010 Annual Report

(July 1, 2009-June 30, 2010)



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent



May 2011

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School Nutrition Programs Staff

Office of Public Instruction



- Christine Emerson, M.S., R.D., School Nutrition Programs Director, (406) 444-2502
- Sofia Janik, Program Officer-Accountant, (406) 444-2521
- Kenadine Johnson, Cooperative Purchase Coordinator, (406) 444-4412
- Teresa Motlas, M.S., R.D., School Nutrition Programs Specialist, (406) 444-3532
- Brenda Peppers, School Nutrition Programs Specialist, (406) 444-4413
- Judy Wilson, Food Distribution Coordinator, (406) 444-4415
- Alison Wolf, Administrative Assistant, (406) 444-2501

Montana State University/Team Nutrition



- Katie Bark, R.D., Nutrition Education Specialist, (406) 994-5641
- Amy Guza, R.D., Nutrition Consultant, (406) 994-5641
- Mary Stein, Nutrition Consultant, (406) 994-5641
- Molly Stenberg, R.D., Nutrition Consultant, (406) 994-7217
- Mary Ann Harris, Administrative Assistant, (406) 994-5397

Introduction

Child Nutrition Programs

The Healthy, Hunger-Free Kids Act of 2010 represents a major step forward in our nation's effort to provide all children with healthy food in schools. Increasingly schools are playing a central role in children's health. Over 31 million children receive meals through the school lunch program and many children receive most, if not all, of their meals at school. With over seventeen million children living in food insecure households and one out of every three children in America now considered overweight or obese, schools often are on the front lines of our national challenge to combat childhood obesity and improve children's overall health. This legislation includes significant improvements that will help provide children with healthier and more nutritious food options, educate children about making healthy food choices, and teach children healthy habits that can last a lifetime.

The Healthy, Hunger-Free Kids Act of 2010 authorizes funding for federal school meal and child nutrition programs and increases access to healthy food for low-income children.

What Does It Do?

Improves Nutrition and Focuses on Reducing Childhood Obesity

- Gives USDA the authority to set nutritional standards for all foods regularly sold in schools during the school day, including vending machines, the "a la carte" lunch lines, and school stores.
- Provides additional funding to schools that meet updated nutritional standards.
- Helps communities establish local farm to school networks, create school gardens, and ensures that more local foods are used in the school setting.
- Builds on USDA work to improve nutritional quality of commodity foods that schools receive from USDA and use in their breakfast and lunch programs.
- Expands access to drinking water in schools, particularly during meal times.
- Sets basic standards for school wellness policies including goals for nutrition promotion and education and physical activity, while still permitting local flexibility to tailor the policies to their particular needs.

Increases Access

- Helps certify additional students to receive school meals by setting benchmarks for states to improve the certification process.
- Expands USDA authority to support meals served to at-risk children in afterschool programs.

Increases Program Monitoring and Integrity

- Requires school districts to be audited every three years to improve compliance with nutritional standards.
- Requires schools to make information more readily available to parents about the nutritional quality of meals.
- Includes provisions to ensure the safety of school foods like improving recall procedures and extending hazard analysis and food safety requirements for school meals throughout the campus.
- Provides training and technical assistance for school food service providers.

Office of Public Instruction

School Nutrition Programs

The School Nutrition Programs unit is administered through the Office of Public Instruction, Health Enhancement and Safety Division. The School Nutrition Programs services for schools include administration of the eight U.S. Department of Agriculture (USDA) programs and the Office of Public Instruction Cooperative Purchase Program.

School Nutrition Programs reimburses schools for meals served to children; distributes USDA Foods; provides training for school food service personnel, administrators and teachers; ensures schools are in compliance with federal regulations; and provides nutrition education for students to promote healthful habits.

In school year 2009-10, Montana School Food Authorities participated in at least one of the following programs. Programs administered by Montana School Nutrition Programs include:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Fresh Fruit and Vegetable Program
- ✓ Montana Team Nutrition Program
- ✓ Office of Public Instruction Cooperative Purchase Program

Sponsors choose which programs, if any, to participate in based on local needs. Public schools, private/nonpublic schools and nonprofit residential child care institutions with children high school age or under, camps, nonprofit private organizations and governmental agencies may participate in the programs.

Vision:

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles and are supported by community partnerships.

Mission:

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.



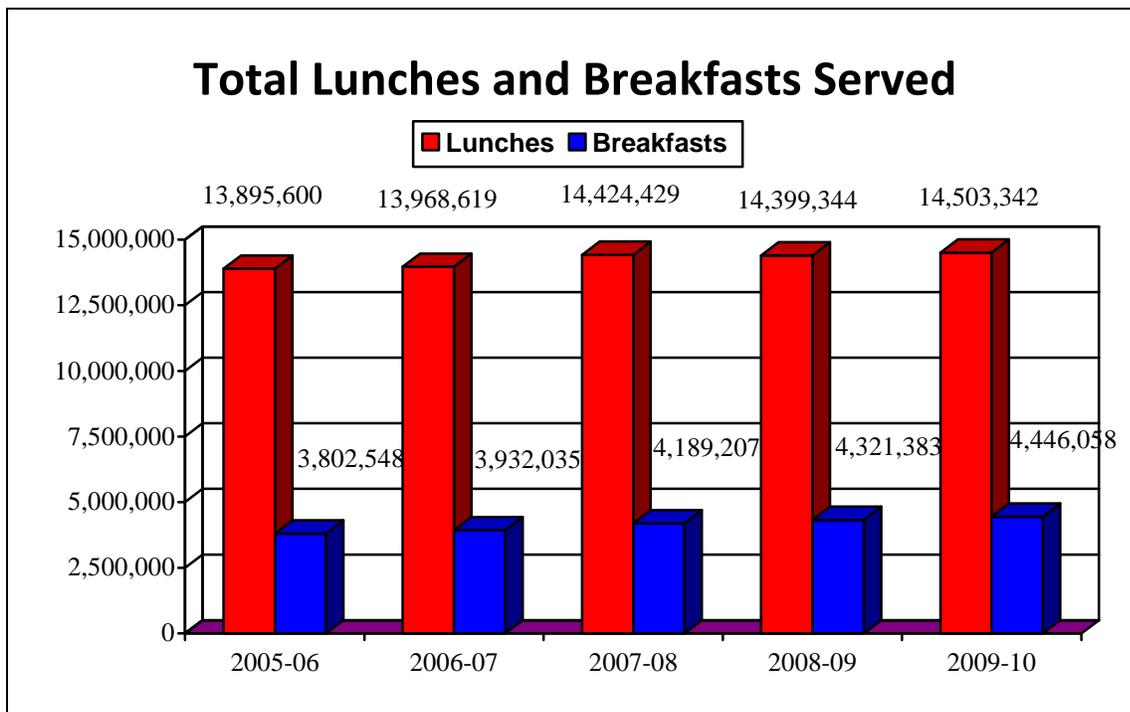
School Lunch and Breakfast Programs

The National School Lunch Program (NSLP) began in 1946 under the National School Lunch Act and is intended to help meet the nutrition needs of children from low-income households.

Lunches served to children under this program are required to meet one-third of the total Recommended Daily Allowance (RDA) for key nutrients (**minimum** requirements are set for calories, protein, calcium, Vitamin A, Vitamin C, and iron; **maximum** requirements are set for total fat and saturated fat).

The School Breakfast Program (SBP) began as a pilot project in 1966 and was made permanent in 1975. Breakfasts served under this program are designed to meet one-fourth of the RDA for the key nutrients.

Many school meals are served to children eligible for free or reduced-price meals. These children come from low-income families who are most at risk for hunger and food insecurity. *Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.*



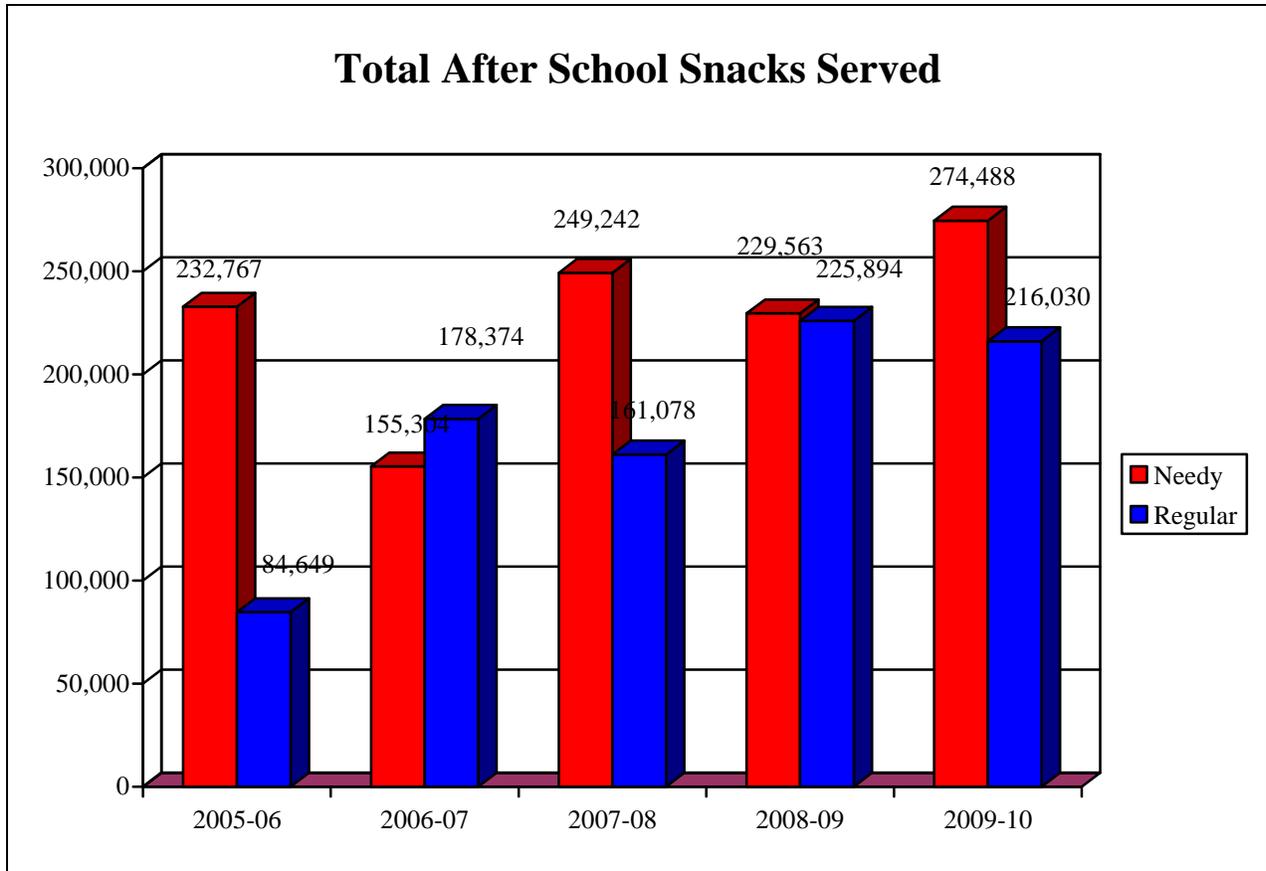
Over the past year:

- *There was an increase of 103,998 lunches served.*
- *There was an increase of 124,675 breakfast meals served.*



Afterschool Snack Program

Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun and filled with learning opportunities. Schools in which 50% of the students qualify for free and reduced price lunches are considered area eligible and students qualify for free snacks.



Over the past year:

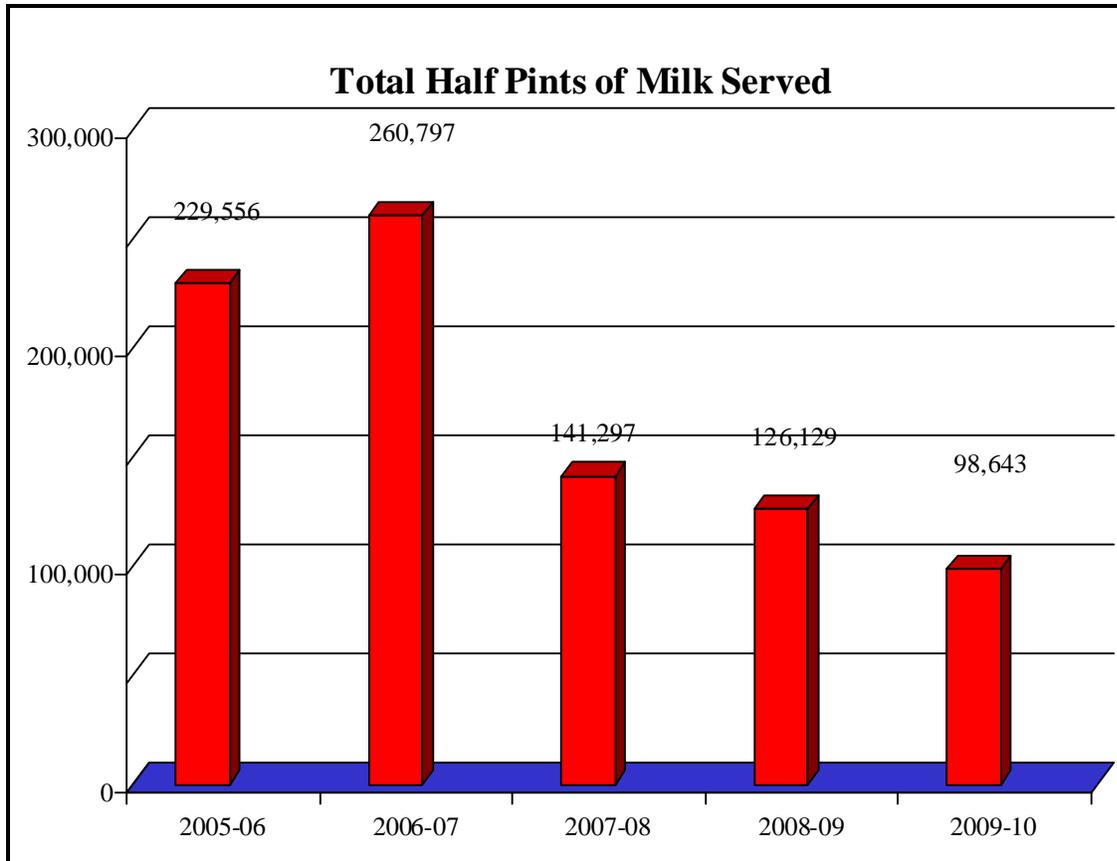
- *There was an increase of 35,061 snacks served.*



Special Milk Program

Schools that do not offer other school meal programs may participate in the Special Milk Program. Split-session pre-kindergarten and kindergarten students who do not have access to lunch and breakfast at school may also participate. In 2010, schools that participated in the Special Milk Program included 6 with Kindergarten Milk programs, 10 with Milk Only programs, and 7 with Summer

Food Service Program camps.



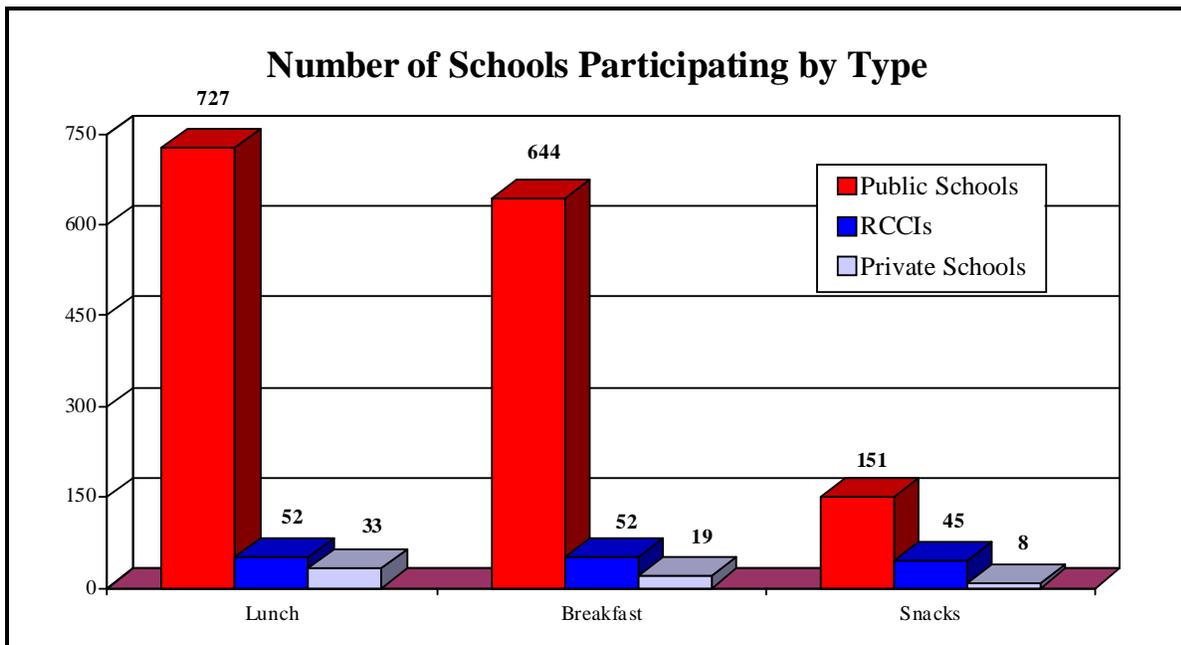
Over the past year:

- There was a decrease of 27,486 half-pints of milk served.



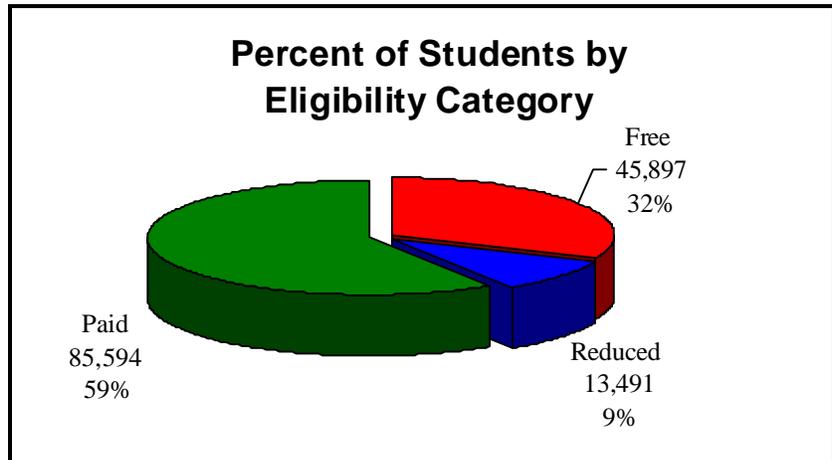
Types of Schools Participating

In 2010, 259 sponsors participated in the lunch program, 213 sponsors participated in the breakfast program, and 106 sponsors participated in the afterschool snack program. These sponsors include public schools, public or nonprofit private Residential Child Care Institutions (RCCIs), and nonprofit private schools. All of these organizations are collectively called School Food Authorities (SFAs) within the School Nutrition Programs. An RCCI can include correctional facilities or group homes for children with special needs. This chart details the types of schools (within the SFAs) that participate.

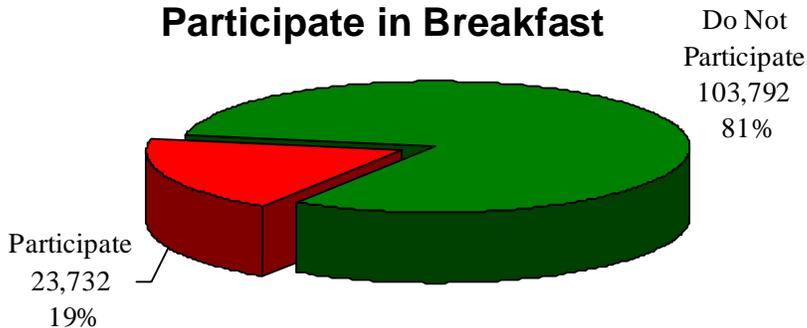


Participation in the Programs

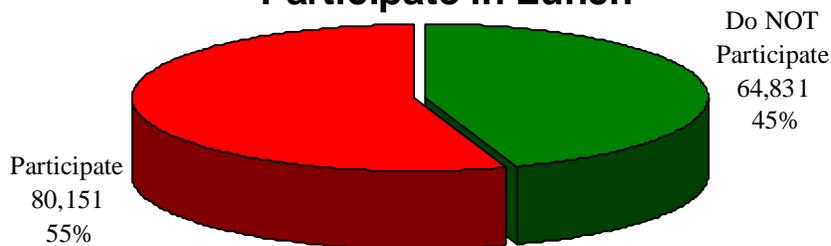
In Montana, of the 144,982 students enrolled in schools participating in the School Nutrition Programs; 45,897 were eligible for free meals, 13,491 were eligible for reduced-price meals, and 85,594 were eligible for paid meals. In the 2009-10 school year, 23,732 of the total eligible students participated daily in the School Breakfast Program. During the same period, 80,151 of the total eligible students participated daily in the National School Lunch Program.



Percent of Eligible Students that Participate in Breakfast



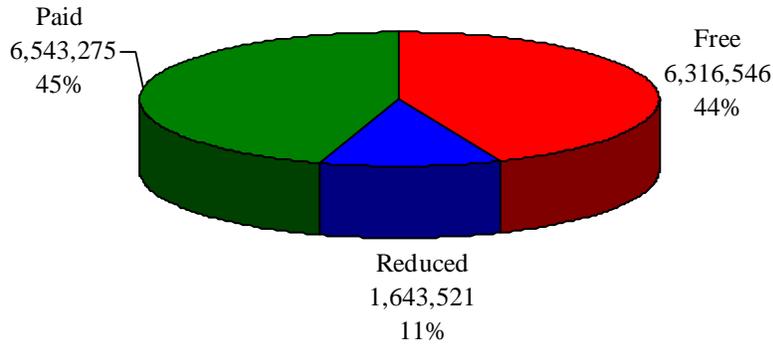
Percent of Eligible Students that Participate in Lunch



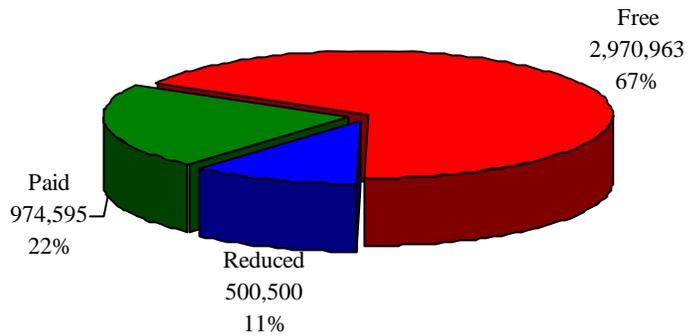
Eligibility of Students

The students that participate in lunch and breakfast are predominately eligible for free and reduced-price meals. During the 2010 school year, there was a total of 14,503,342 lunch meals served, 4,446,058 breakfast meals served, and 490,518 snacks served.

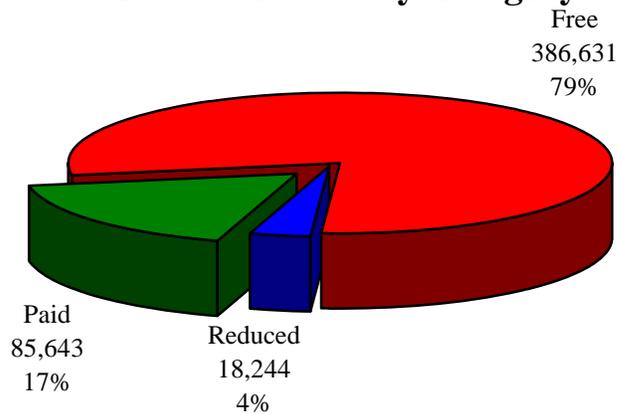
Student Lunches by Category



Student Breakfasts by Category



Student Snacks by Category





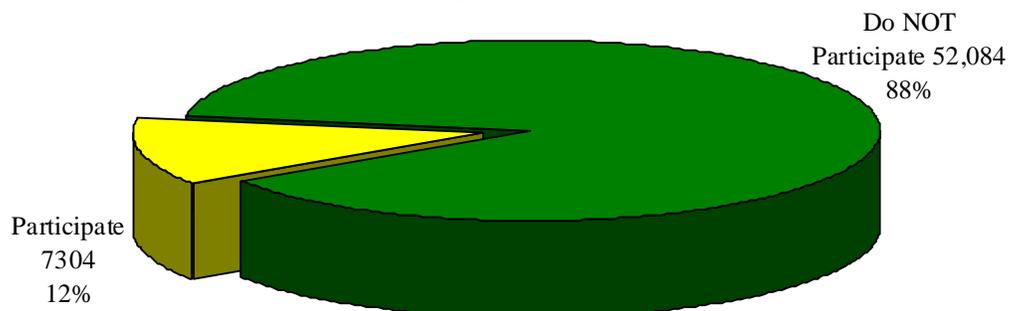
Summer Food Service Program

The Summer Food Service Program (SFSP) provides nutritious meals at no charge to children while school is not in session. This program was established to ensure that children in low-income areas could continue to receive nutritious meals in between school sessions.

Montana is dotted with small rural communities, making it difficult to reach children in need with the SFSP. In spite of this difficulty, however, there are sponsors and sites in low-income areas in each of the six large cities and on each of the seven American Indian reservations throughout the state.

Of the 59,388 children eligible for free and reduced-price meals during the 2010 school year, 7,304 (12 percent) participated daily in the SFSP. In 2010, 302,372 lunches were served.

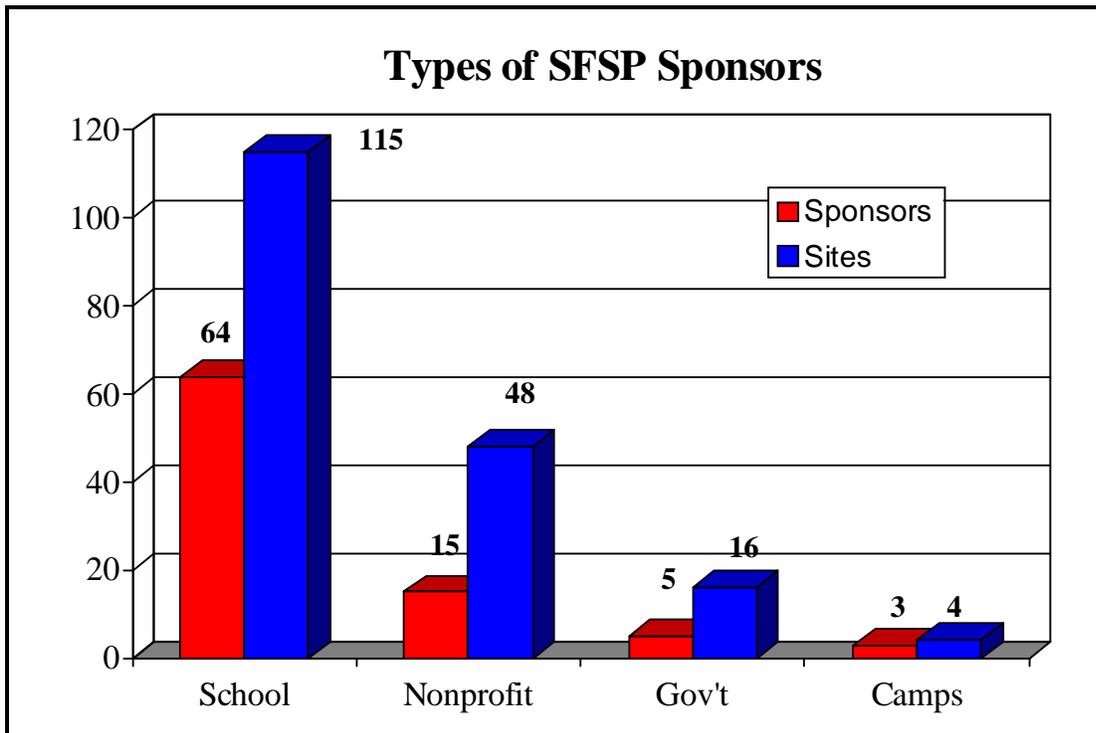
Percent of Eligible Students that Participate in the SFSP



Types of Summer Sponsors Participating



Sponsors for the SFSP include school districts, local government agencies, public or private non-profit organizations and camps. Sponsors are organizations that operate the SFSP and sites are the locations where sponsors serve meals. A total of 87 sponsors provided meals at 183 sites in Montana during the summer of 2010. Sites operate in low-income areas where at least half of the children come from families that qualify for free or reduced-price meals.

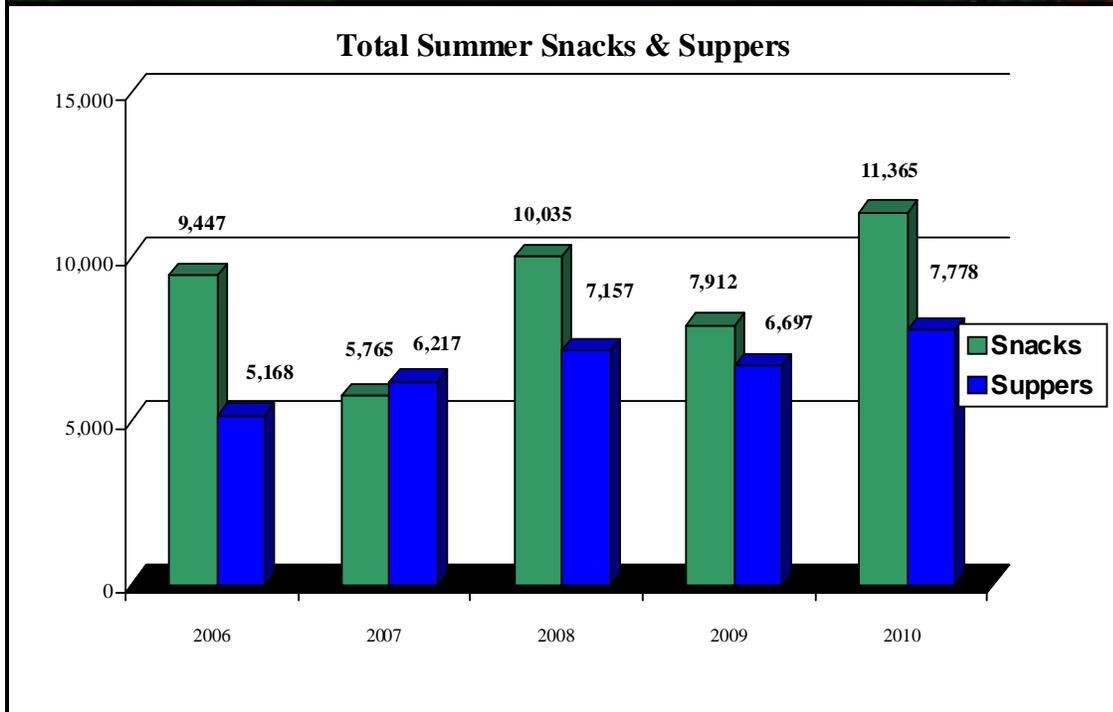
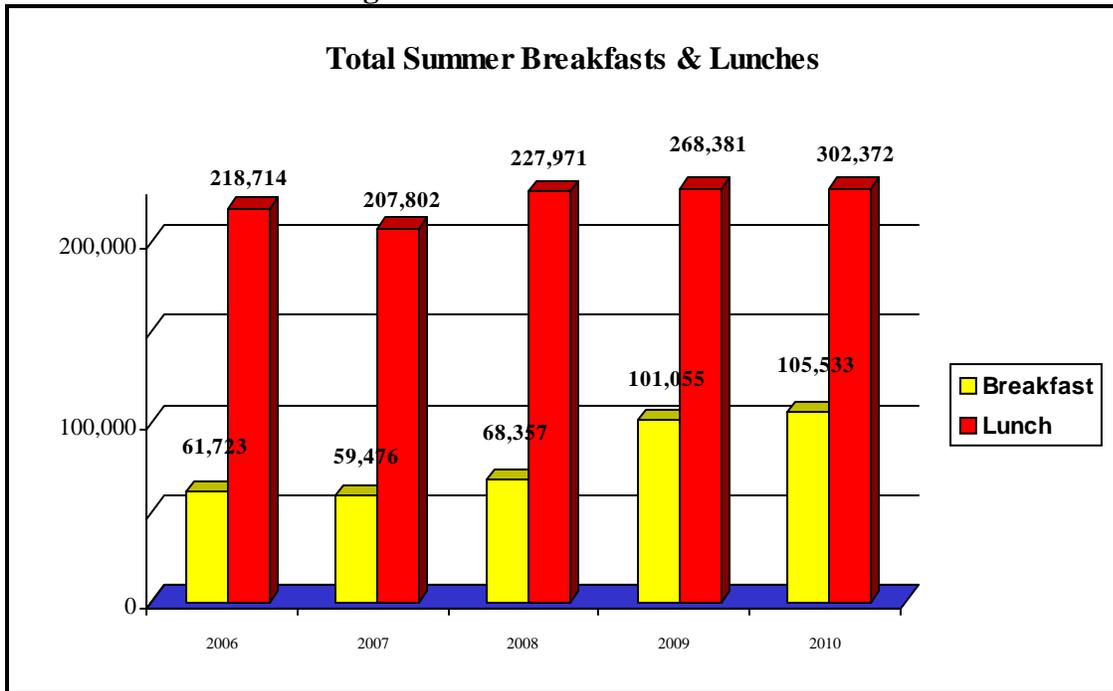


Over the past year:

- There was an increase of 10 sponsors and 11 sites.
- There were an additional 33,991 lunches and 4,478 breakfasts served.

Number of Meals Served

Summer Food Service Program



USDA Food Distribution Program



The USDA Food Distribution Program delivers a variety of USDA Foods to School Food Authorities. USDA Foods account for 15 to 20 percent of school nutrition program food.

During the 2009-10 school year, schools received an entitlement of 19.50 cents for each lunch served (during the previous school year) to spend on commodity foods. This entitlement totaled \$3,021,238.

USDA Foods are a healthy food choice.

USDA continually explores ways to offer healthy food choices so that schools can serve meals consistent with the Dietary Guidelines for Americans.

Whole Grains

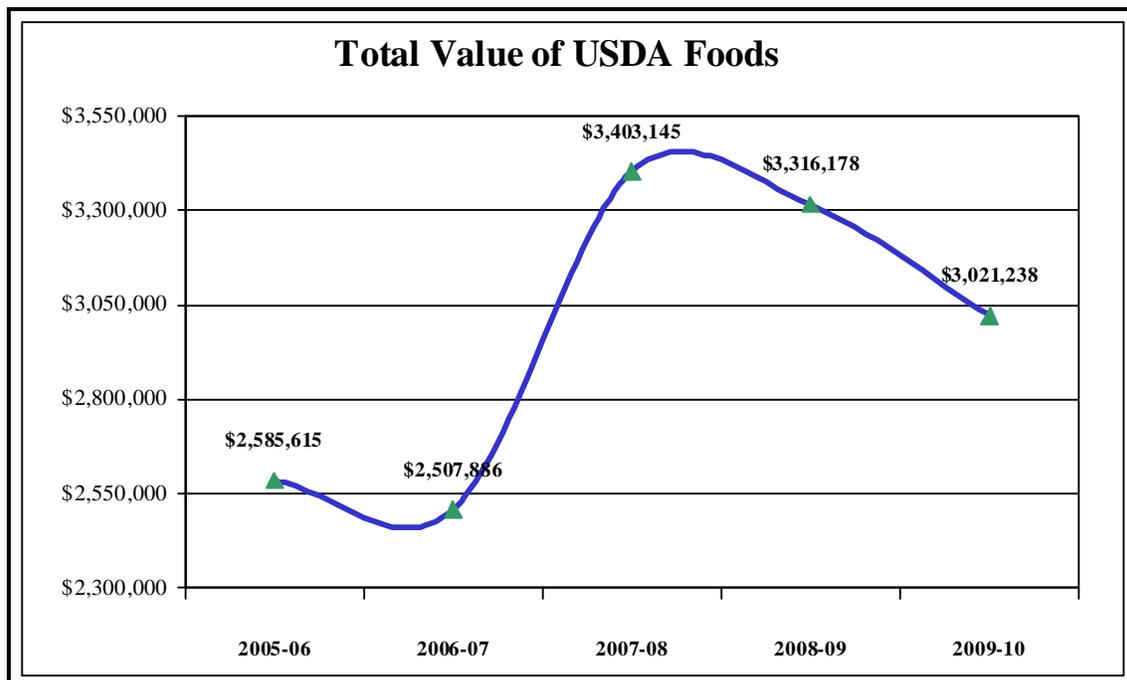
Items include brown rice, rolled oats, whole wheat flour, and whole grain spaghetti.

Less Sugar

Canned fruits are packed in light syrup, water or natural juices.

Less Fat

85% lean ground beef, 97% lean ham, 95% lean turkey ham, diced chicken, part skim mozzarella, and no trans fat in frozen potato products.

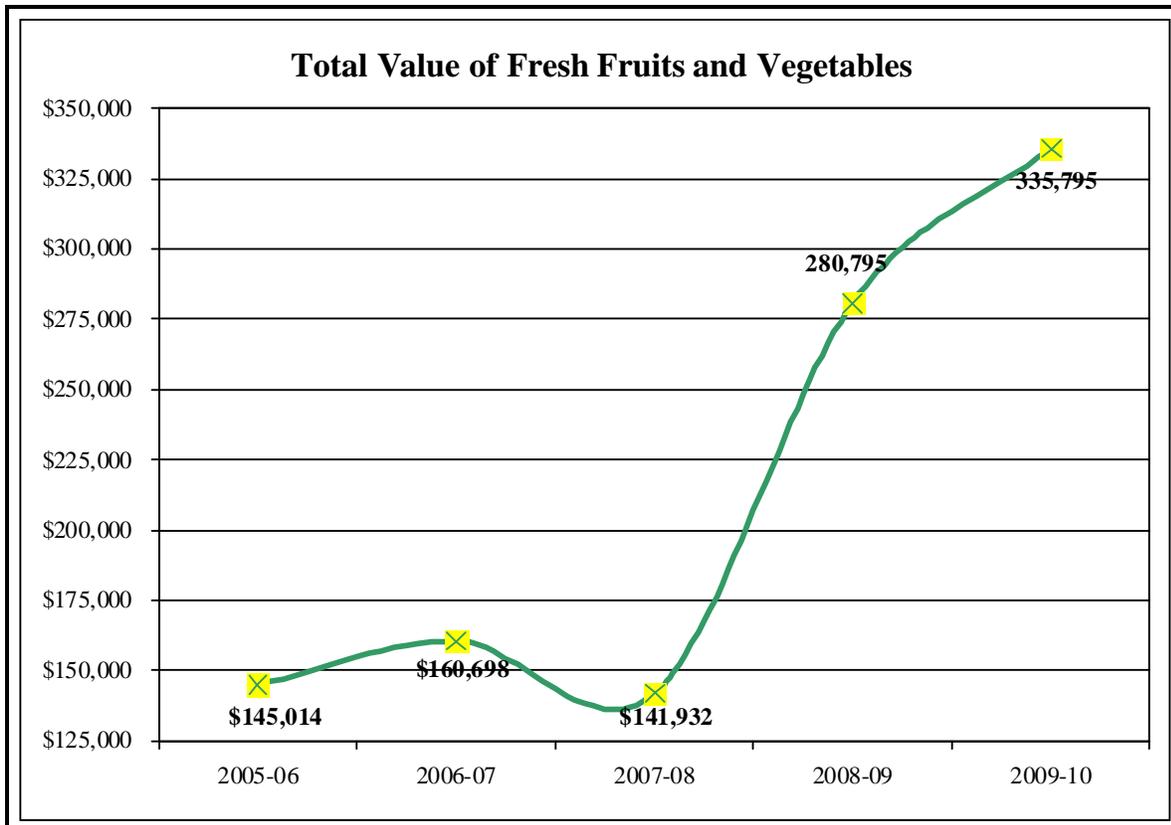


Fresh Fruit and Vegetable Program

Department of Defense



A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Department of Defense Fresh Fruit and Vegetable Program. This program administered through the U.S. Department of Defense allows schools that participate in the National School Lunch Program to use the USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2009-10 school year, School Nutrition Programs was allocated \$335,795 for this program, an increase of \$55,000 from the previous year.



Montana Team Nutrition



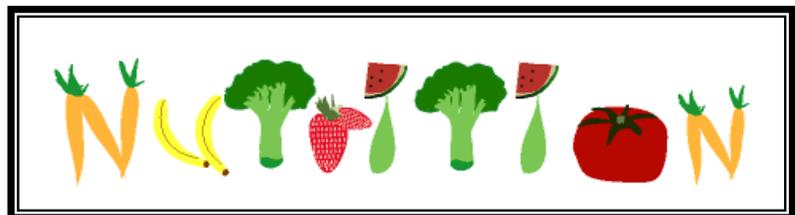
Montana State University in Bozeman, MT is home to the **Montana Team Nutrition Program**, which is the nutrition education component of School Nutrition Programs. Team Nutrition is an integrated, behavior based, comprehensive program geared toward improving children's lifelong eating and physical activity habits through the principles of the Dietary Guidelines for Americans and the USDA's My Pyramid. Team Nutrition works to improve access to nutrient rich foods and beverages throughout the school setting and to promote the health and wellness of children.

Team Nutrition receives funding through competitive USDA grants. School Nutrition Programs was awarded two Team Nutrition Training grants to support the 2009-10 school year. The grants' goals were to enhance Montana's infrastructure to promote healthful lifestyle habits for Montana families by impacting both schools and child care settings. With help from state partners, training and technical assistance, along with increased access to nutrition education resources, school personnel, childcare providers, parents and caregivers will be better equipped to teach integrated, skill-based nutrition content to children. Foodservice training efforts focused on providing safe, appealing and nutrient-rich meals and snacks, increasing breakfast program participation and reinforcing positive feeding relationships with children. Grant activities also work to build statewide support for Farm to School programs; and encourage school personnel to take the HealthierUS or Montana Menu School Challenges, (national/state voluntary award programs).

Montana Team Nutrition Program Objectives

Reach School Food Authorities, administrators, educators, parents, childcare providers and the community by:

- Increasing the number of schools and child care providers that prepare meals which are consistent with the 2005 Dietary Guidelines for Americans and that meet USDA MyPyramid menu planning nutrition standards. All schools, and child care programs serving USDA reimbursed meals will be targeted through training, technical assistance, and better access to Team Nutrition resources.
- Increasing access to nutrition education curricula and resources for schools and child care programs through an expanded training schedule that promotes healthy eating and physical activity to children and their families.
- Expanding the number of schools that support classroom, cafeteria and community initiatives such as the HealthierUS School Challenge, Healthier Montana Menu Challenge, and Farm to School programs.
- Increasing the number of Montana schools and childcare programs that promote positive role modeling by adults and promote the development of positive feeding relationships with children.



Montana Team Nutrition Program Activities

Training and Technical Assistance

Expanding Breakfast Programs:

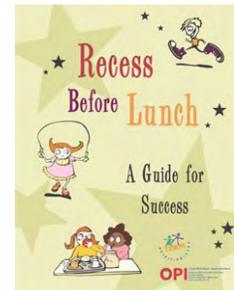
Objective: Increasing Program Access

- Provided training and technical assistance to more than 500 school staff on successful methods to expand breakfast program participation levels through a breakfast in the classroom program or grab and go service options.
- Worked in collaboration with the Montana Food Bank Network Food Security Council to assist school staff and community members to increase participation in school nutrition programs to help alleviate childhood hunger.

Implementing a Recess Before Lunch Schedule

Objective: Increasing Program Access

- Developed and published an article entitled “*Scheduling Recess Before Lunch: Exploring the Benefits and Challenges in Montana Schools*” in a peer-reviewed journal to document and share information on this best practice.
- Provided on-going technical assistance and training to schools in Montana and throughout the nation on scheduling recess before lunch in elementary schools.



Healthy Menu Planning and Meal Service:

Objective: Improving Nutritional Quality of School Meals

- Promoted and trained school personnel on the healthy school award programs including the HealthierUS School Challenge and the Healthier Montana Menu Challenge. Assisted seven schools in achieving and celebrating one of these awards.
- Supported fourteen regional hands-on cooking workshops reaching 281 child care providers or school nutrition personnel. These workshops focused on including whole grains, a variety of fruits and vegetables, legumes, lean proteins and low fat dairy in menus and snacks.
- Developed and provided training and materials to 135 staff on the implementation of a *Healthy Mealtime Philosophy* in school cafeterias or childcare programs.

● ● ●
32% of Montana elementary schools implement a recess before lunch schedule.



Nutrition Education for Children:

Objective: Reducing Childhood Obesity

- Conducted a evaluation pilot project of the Montana Team Nutrition resource, *Eat Smart Be Smart: Teaching Nutrition through Math, Science, Language Arts and Health Enhancement* curriculum guide to evaluate its effectiveness with seven school districts. This study demonstrated the curriculum was able to increase students' nutrition knowledge and was a teacher friendly resource for teaching nutrition across the curriculum. Electronic distribution of this curriculum guide is available through OPI's web site.
- Supported the development and the first offering of the *Teaching Adolescent Nutrition* (two hour graduate level) on-line course from Montana State University (MSU) for educators. This will be an ongoing professional development course for educators through MSU.
- Funded \$3,000 of Healthy Habits Challenge Mini-Grants to 6 school districts to motivate children to adapt healthy habits concerning food and physical activity. This mini-grant program reached 2100 children throughout Montana.
- Developed nutrition education elementary level lesson plans focusing on fresh fruits and vegetables for school staff involved in the USDA's Fresh Fruit and Vegetable Program. Assisted in the development of the web site for this program on OPI's web site.

Farm to School Programming:

Objective: Reducing Childhood Obesity

- Completed the Farm to School Mini-Grant Program to eight local school districts which reached 4600 children in helping to teach them about nutrition through experiential learning experiences such as gardening.
- Planned and facilitated round table discussions for three school communities to bring together partners interested in implementing a Farm to School Program to better connect children with their food source.
- Provided training sessions, technical assistance, and resources on Farm to School to school personnel and community members. Developed the document, *Frequently Asked Questions Concerning Farm to School* along with a Farm to School Guide that are distributed through the OPI web site.
- Collaborated with key partners such as Grow Montana, AERO and MSU Extension and Montana Department of Agriculture, Eat Right Montana and Montana Action for Healthy Kids to strengthen grassroots support for Farm to School, child nutrition, nutrition education and school wellness.



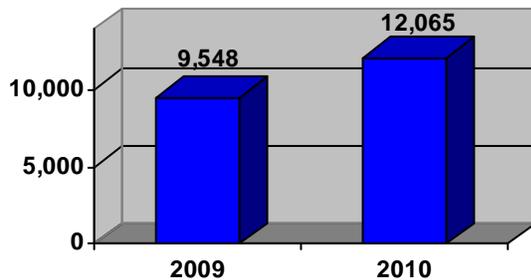
http://www.opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/MTTeam.html

Fresh Fruit and Vegetable Program

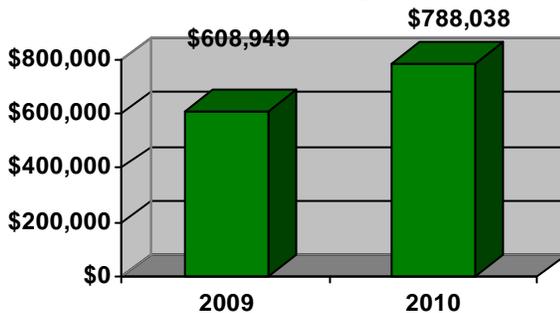
Objective: Reducing Childhood Obesity

The Fresh Fruit and Vegetable Program (FFVP) was developed as catalyst to combat childhood obesity by exposing children to fresh fruits and vegetables and helping them learn more healthful eating habits. The FFVP was successfully implemented in 68 schools in 2010 (18 more than the previous school year).

FFVP Enrollment



FFVP Funding



Schools are selected based on the following criteria:

Elementary School

National School Lunch Program Participant

FFVP Application

50% of students must be eligible for free and reduced price lunch

Highest priority given to schools with the highest percentage of free and reduced students

Total enrollment of all schools selected must result in \$50-75 per student allocation each year

Program Activities

PROGRAM REVIEWS

Objective: Increasing Program Monitoring and Integrity

Coordinated Review Effort (CRE)

The Coordinated Review Effort is a comprehensive on-site evaluation of the School Food Authority once every five years. School Nutrition Programs staff conducted 56 coordinated reviews and 3 additional administrative reviews during the 2009-10 school year.

School Meals Initiative (SMI)

School lunches must meet the recommendations of the Dietary Guidelines for Americans, which specify no more than 30 percent of calories come from fat, and less than 10 percent of calories come from saturated fat. School lunches must provide one-third of the Recommended Dietary Allowance (RDA) of protein, calcium, iron, vitamin A, vitamin C and calories. School breakfasts must provide one-fourth of the RDA for the same nutrients. Afterschool snacks must provide two food components (meat/alternate, fruit, vegetable, grain, milk). During the 2009-10 school year, 56 School Meal Initiative Reviews were conducted.

Summer Food Service Program (SFSP)

School Nutrition staff conducted 42 sponsor and site reviews in 2010. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

PROGRAM REPORTING

Objective: Increasing Program Monitoring and Integrity

Verification of Free and Reduced Price Lunch Applications

Local Education Agencies (LEAs) that participate in the School Nutrition Programs provide free and reduced-price meal benefits to eligible students through collection and determination of free and reduced-price school meal applications. As part of this responsibility, schools must verify a sample of the applications and report the results to the State Agency.

Only 11 (4.98%) LEAs had less than 80% response rate from households (meaning that more than 20% of the applicants selected for verification at their school did NOT respond by sending documents that show what they reported on their application was accurate). This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

Sanitation Inspections

Schools are required to have 2 sanitation inspections per year and report the actual number of inspections to the State Agency. Montana schools reported the following for the 2010 school year:

- Number of schools that had 0 inspections: 31 (3.8%)
- Number of schools that had 1 inspection: 285 (34.7%)
- Number of schools that had 2 inspections: 506 (61.5%)
- Number of schools that did not report inspections: 0

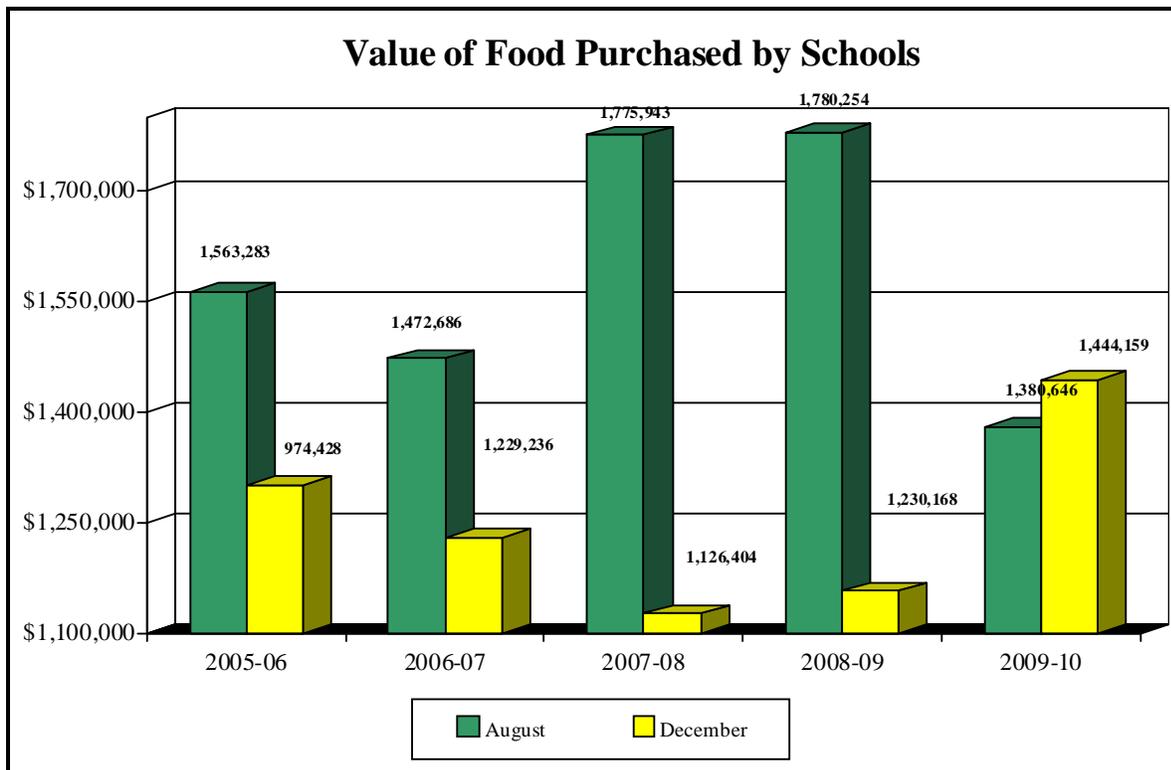
OPI Cooperative Purchase Program

The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods at reasonable prices. There are two bids a year (winter and spring) and four deliveries per bid for a total of eight food deliveries per year.

Through the Advisory for the Bid and Commodity (ABC) Committee, the items available through the bid are continuously revised and improved. The committee consists of State Agency staff and 30 school food service personnel from schools representing various sizes and locations in the state.

Food items included on the bid must be appealing, nutritious and cost-effective. By combining purchase orders, all participating schools receive the high-quality, low-cost bid items at the same price regardless of size or location. Nutrition information for all products on the bid is provided to participating schools to assist with nutrient analysis of menus.

The program coordinator serves as a liaison between schools and food manufacturers, producers, processors, distributors, and representatives. Purchasing assistance is offered to school personnel through daily telephone contact and regional or state training sessions. During the 2009-10 school year, Montana schools purchased 90,182 cases of food worth \$2,824,804.



Equipment Grants



The American Recovery and Reinvestment Act of 2009 (ARRA) provided equipment assistance to school districts participating in the National School Lunch Program. The Montana Office of Public Instruction share of \$224, 981 was awarded to 45 school districts throughout the state.

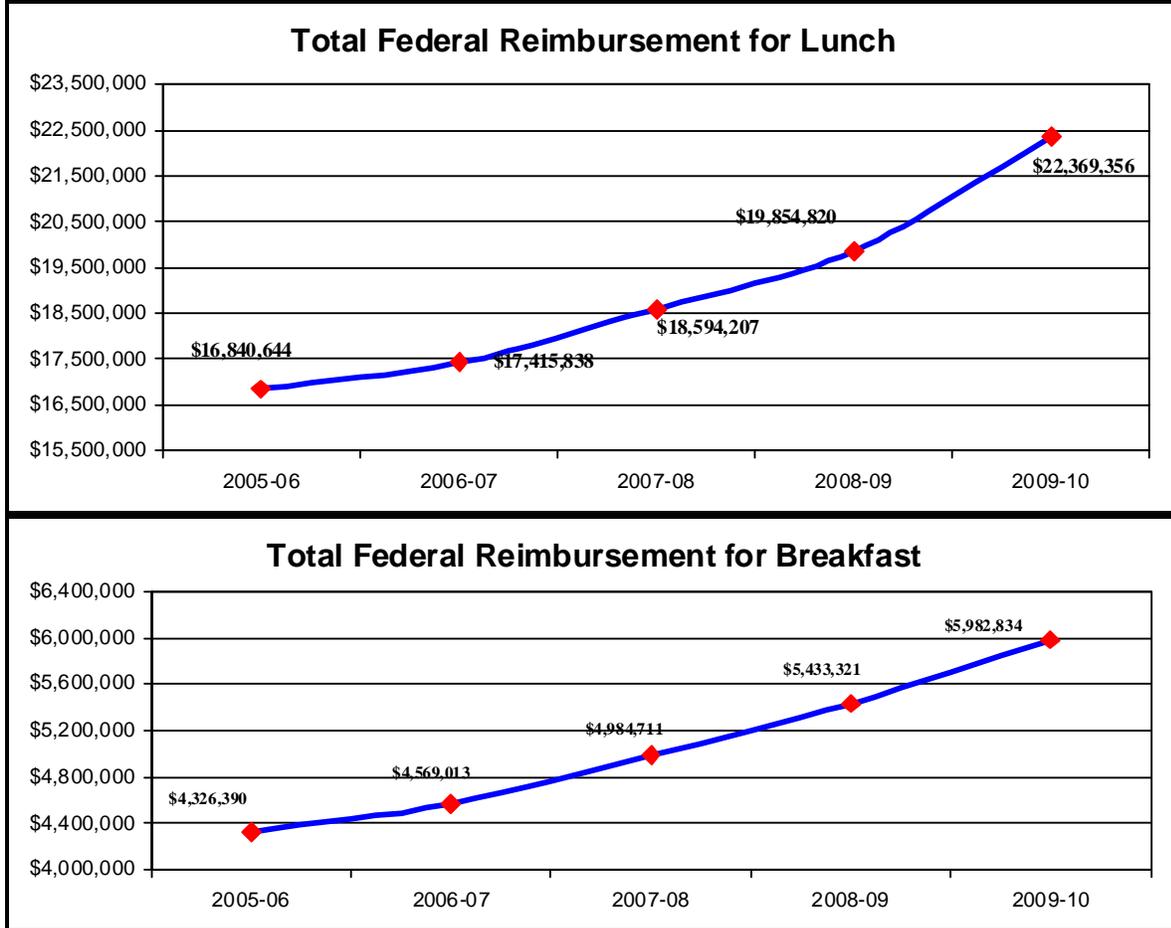
An additional one-time appropriation of \$55,000 was distributed through Fiscal Year 2010 National School Lunch Program Equipment Assistance Grants to eleven school districts who did not receive ARRA funds. Applicants were required to demonstrate the need for the equipment based on improving the quality of school foodservice meals, improving safety, improving energy efficiency, and/or supporting expanded participation in the school meal programs.

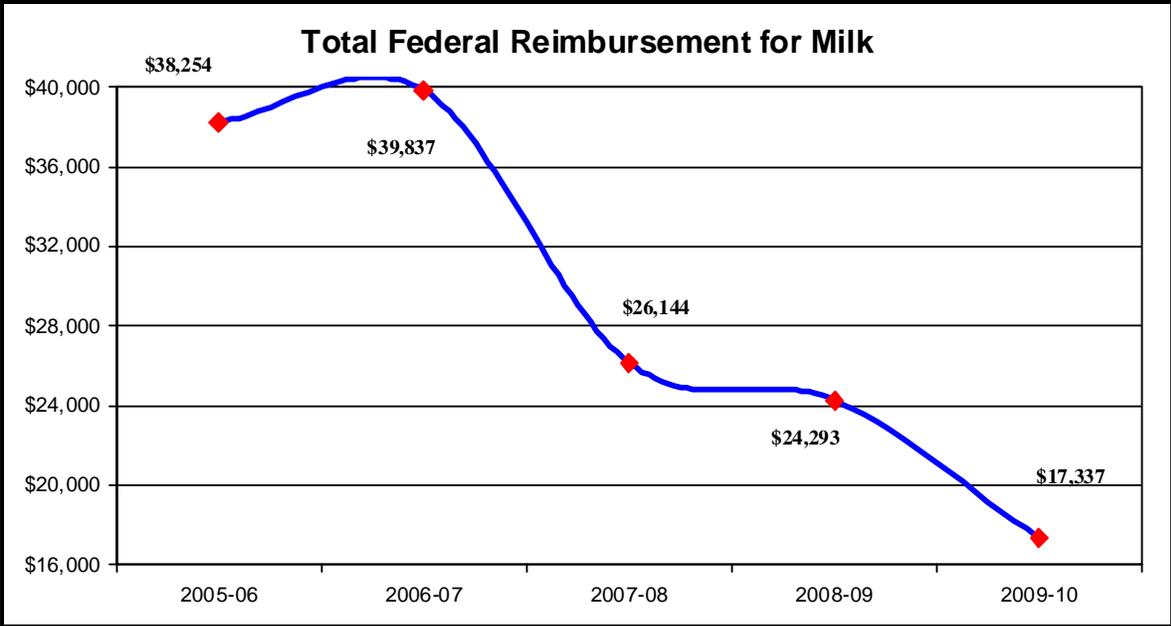
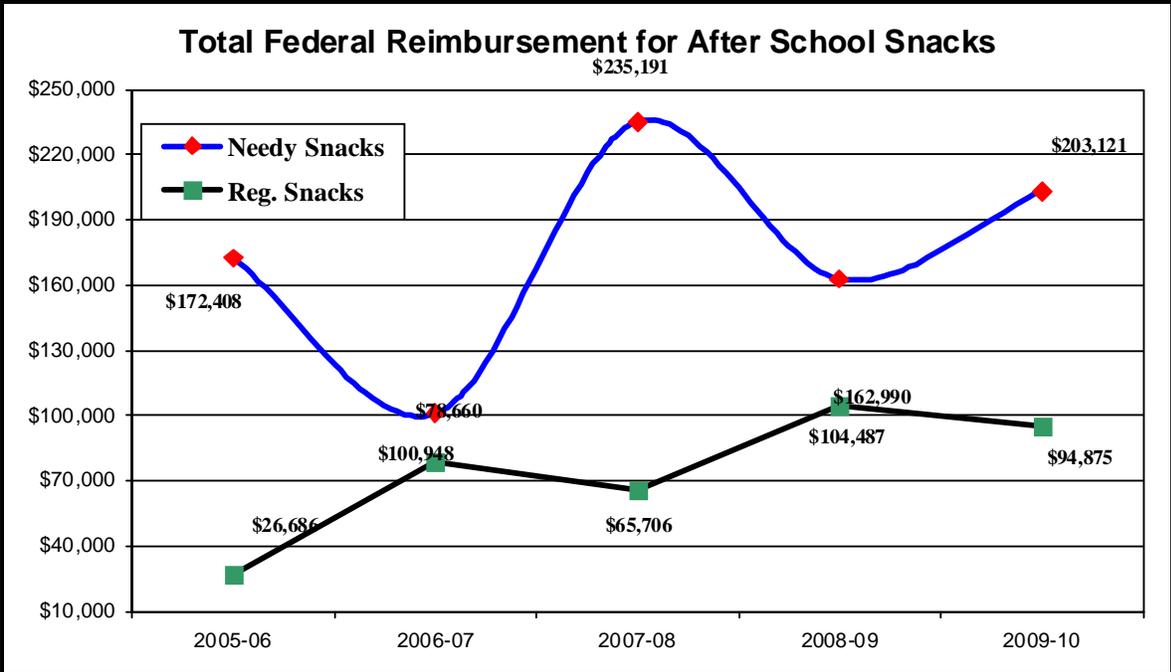
Federal Reimbursement Rates for 2009-10

SCHOOL PROGRAMS MEAL, SNACK AND MILK REIMBURSEMENT RATES Expressed in Dollars or Fractions Thereof <i>Effective from July 1, 2009 - June 30, 2010 for School Programs</i> <i>Effective from January 1, 2010 - December 31, 2010 for Summer Food Service Program</i>			
NATIONAL SCHOOL LUNCH PROGRAM	Less than 60%		60% or more
Paid	0.25		0.27
Reduced Price	2.28		2.30
Free	2.68		2.70
SCHOOL BREAKFAST PROGRAM	Non-severe Need		Severe Need
Paid	0.26		0.26
Reduced Price	1.16		1.44
Free	1.46		1.74
SPECIAL MILK PROGRAM	All Milk	Paid Milk	Free Milk
Pricing Programs without free option	0.16	N/A	N/A
Pricing Programs with free option	N/A	0.16	Average cost per ½ pint of milk
Non-pricing programs	0.16	N/A	N/A
AFTERSCHOOL SNACK PROGRAM			
Paid	0.06		
Reduced Price	0.37		
Free	0.74		
SUMMER FOOD SERVICE PROGRAM	Rural or Self-Prep Meal Rates		
Breakfast	1.8475		
Lunch & Supper	3.2475		
Supplements (Snacks)	0.7625		

School Nutrition Programs Reimbursements

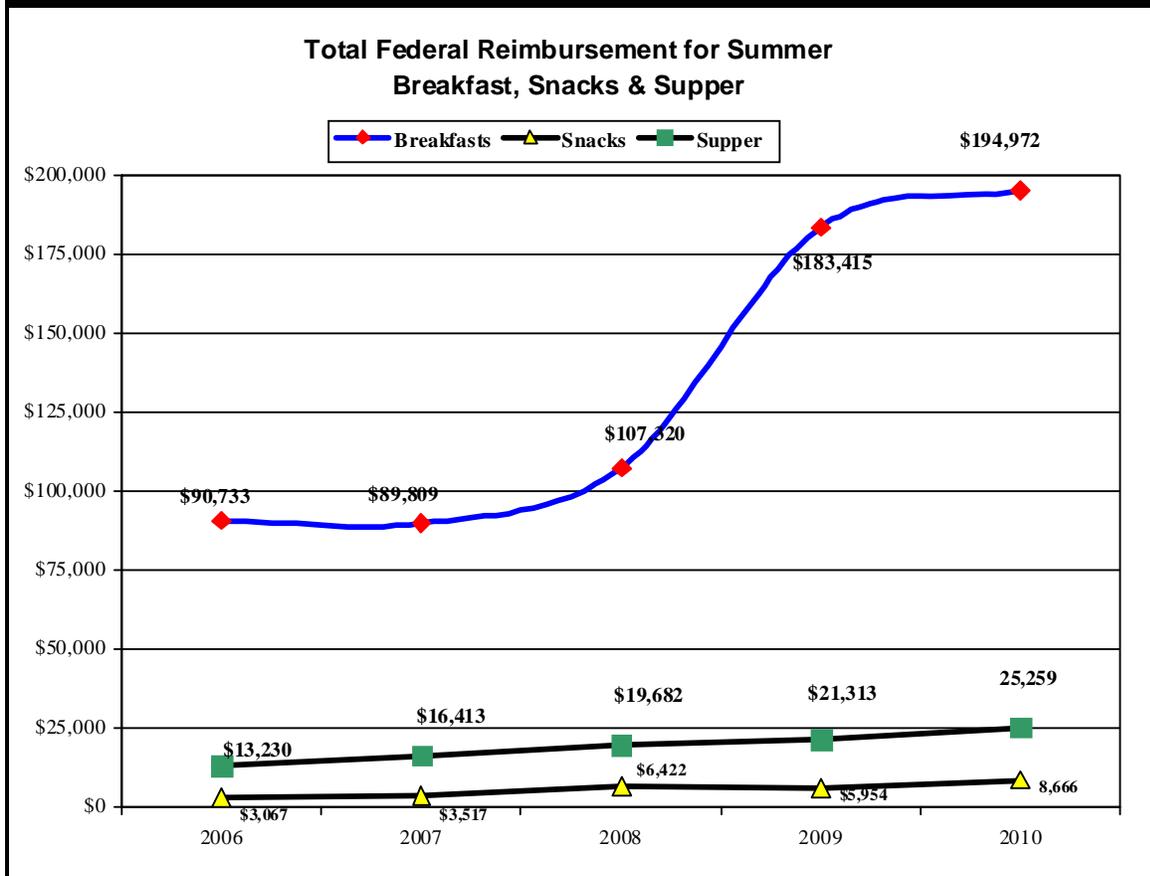
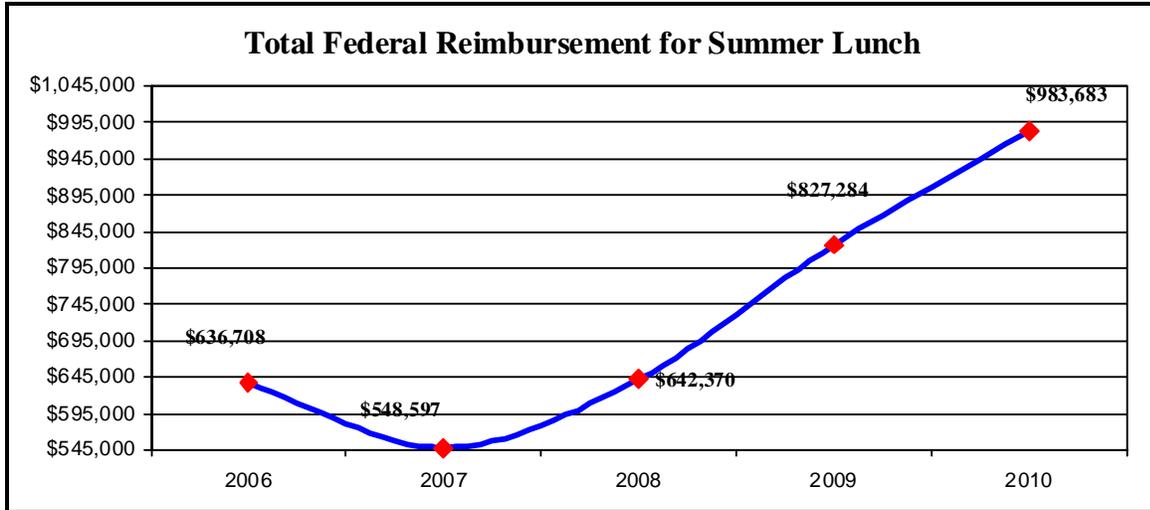
Reimbursement paid to schools for meals served (lunch, breakfast, snacks, and milk) during the 2009-10 school year totaled \$28,667,523.





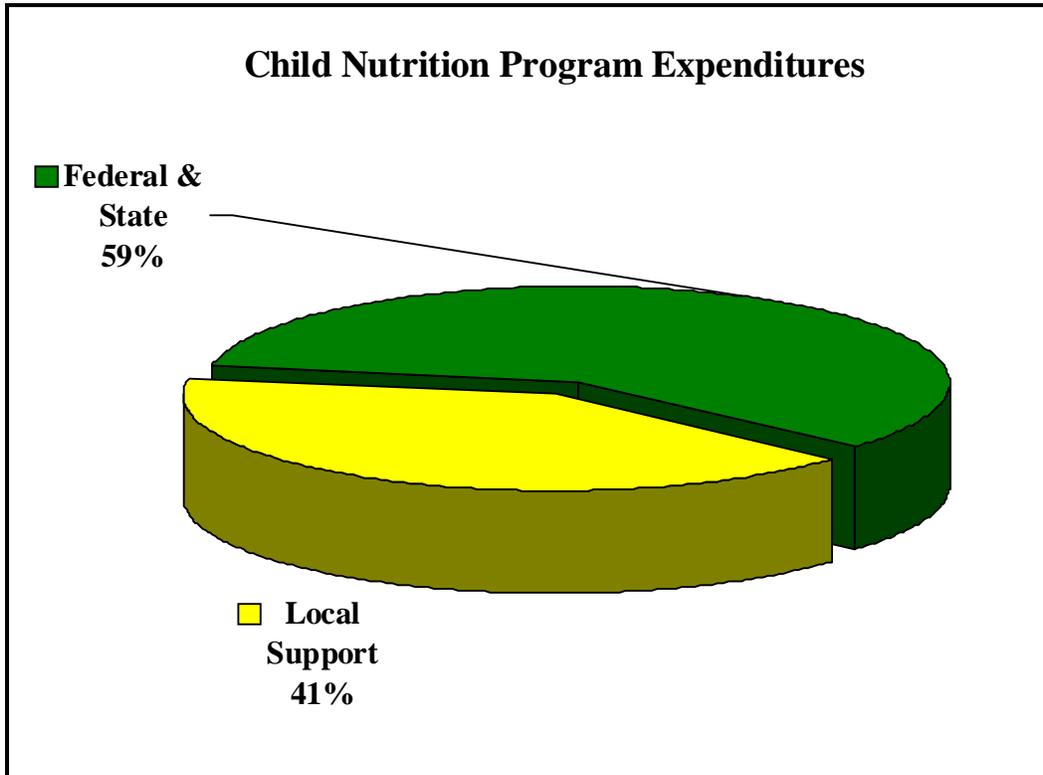
Summer Food Service Program Reimbursements

The total meal reimbursement (for lunch, breakfast, snacks, and supper) paid to summer sponsors in 2010 was \$1,212,580.



Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to reimbursement rates that are updated yearly. School Food Authorities reported \$34,284,830 in program income in 2009-10 which included \$33,638,896 in federal reimbursement and \$645,934 in state matching funds. The state matching funds were used to cover the cost of shipping and handling, storage and processing of USDA commodity foods.



Overall school expenditures were \$58,150,863. After subtracting federal reimbursement and state match, local support to the meal programs was \$23,866,033 or 41 percent of the total expenditures.

Local support includes students who pay for breakfast and lunch. The average paid student price for breakfast and lunch were \$1.14 and 1.83 respectively. This average included a range of 30 cents to \$2.00 for breakfast and 60 cents to \$3.60 for lunch.

FUNDING FOR THE SCHOOL NUTRITION PROGRAMS IN MONTANA

October 1, 2009- September 30, 2010

Income

National School Lunch Program Meals	\$22,369,356
Afterschool Snacks	\$297,996
USDA Foods – Commodities including DoD Fresh Fruit and Vegetable Program	\$3,021,238
National School Lunch Program (lunches, snacks and commodities)	\$25,688,590
School Breakfast Program	\$5,982,834
Special Milk Program	\$17,337
Fresh Fruit and Vegetable Program	\$677,397
Summer Food Service Program Reimbursement	\$1,212,580
SFSP USDA Foods - Commodities	\$5,158
Summer Food Service Program	\$1,217,738
Equipment Grants	\$55,000
Total Federal Funding	\$33,638,896
Total State Matching Funds (July 1, 2008-June 30, 2009)	\$645,934
Total Federal and State Funding	\$34,284,830

Expenditures

School Expenditures (Food, Labor, Other)	\$58,150,863
Federal and State Reimbursement	\$34,284,830
Student, Adult Payments, General Fund, Other Sources	\$23,866,033

ITEM 10

UKRAINE EXCHANGE PROGRAM

Beth Thomas



Board of Public Education

BOARD MEMBERS

December 8, 2010

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Cal Gilbert
Great Falls

Bernie Olson
Lakeside

John Edwards
Billings

Gisele Forrest
Missoula

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Brenda Welburn, Executive Director
NASBE
2121 Crystal Drive Suite #350
Arlington, VA 22202

Dear Brenda,

The Montana Board of Public Education met in December 2010 and raised the following questions:

- What are NASBE's expenses per year?
- How much of the total expenses per year are used for resource briefs and task forces?
- What is the value of NASBE services offered to the states?
- Which states are members of NASBE?

Montana's biennial session begins January 1, 2011. The number one issue facing legislators is the state's budget. The Board needs to be in a position to vigorously defend one of our largest line-item expenses, which of course are our dues to belong to NASBE. The information requested above will go a long way in our development of a strategy in subsequent testimony to validate the value of NASBE not only to the legislature, but to voting members of our Board as well. If you have any questions in this regard, please do not hesitate to contact me.

Sincerely,

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

Steve Meloy,
Executive Secretary

Will, Carol

From: Meloy, Steve
Sent: Tuesday, December 14, 2010 3:03 PM
To: Will, Carol
Subject: FW: 2011 NASBE DUES - MT REQUEST
Attachments: memberbenefits2010.xlsx

From: Jeff Pollard [<mailto:jeffp@nasbe.org>]
Sent: Tuesday, December 14, 2010 12:06 PM
To: Meloy, Steve
Subject: 2011 NASBE DUES - MT REQUEST

Steve,
Per your letter date December 8, 2010, here are the answers to your questions.

1. NASBE's expenses per year are \$3.0 million, with approximately equal revenue. Approximately 40% of revenue comes from dues and the rest from projects, publication sales, and conference registrations.
- 2 & 3 NASBE services offered to the states, including technical assistance, project funding, New State Board Member Institute, study groups and others are summarized on the attached "Value of Membership".
4. The following are dues-paying members of NASBE: AL, AR, AZ, CO, CT, DE, DC, FL, GA, GU, IL, IA, KS, KY, ME MD, MA, MI, MS, MO, MT, NE, NV, NJ, NM, NY, NC, OH, OR, PA, RI, UT, VT, VA, WA, WV, WY.

Additionally, NASBE provides a voice for state boards to the federal government through our government relations and legislative conferences.

Steve, if there's anything else you need from us, please ask. We hope this information will be helpful and help keep Montana as a valued member of NASBE.

Jeff

Jeff Pollard
Director of Finance
National Association of State Boards of Education
2121 Crystal Drive, Suite 350
Arlington, VA 22202
703-684-4000 x1103
jeffp@nasbe.org

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NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION						
BENEFITS OF STATE MEMBERSHIP						
					AVERAGE COST	
					PER MEMBER	COST TO MEMBERS
CONFERENCES						
New State Board Member Institute					\$ 2,453	FREE for 2 Members
Study Groups					\$ 1,583	Travel Expense Only
Legislative Conference					\$ 534	\$430 Registration Fee
Annual Conference					\$ 1,009	\$725 Registration Fee
STATE BOARD DEVELOPMENT						
Technical Assistance and Field Services					\$ 5,000	Per State (state pays travel)
Grants to States and other Project Benefits					\$ 3,240	
INFORMATION SERVICES						
Toll-Free Number for Members					\$ 7	
<i>The Education Standard</i>					\$ 96	
Publications					\$ 84	
NASBE Resource Binder						
Legislative Updates					\$ 13	
Policy Updates					\$ 19	
Boardsmanship					\$ 18	
State Improvement Initiatives					\$ 10	
Website					\$ 42	
Headline Review					\$ 239	
ORGANIZATIONAL VISIBILITY						
Governmental Affairs					\$ 127	
Learning First Alliance					\$ 27	
TOTAL MEMBERSHIP BENEFITS, PER MEMBER					\$ 14,501	
NASBE AFFILIATES						
National Council of State Board of Education Executives (NCSBEE)						
National Council of State Education Attorneys (NCOSEA)						

pay 1/2
July 1, 2011
FY 12
\$11,216.00

Pay 1/2
January 1
FY 2011
\$11,216.00



Memorandum

To: Ms. Patty Myers, State Board Chair
CC: Mr. Steve Meloy, State Board Executive
From: Brenda Lilienthal Welburn, Executive Director
Date: 5/20/2010
Re: 2011 Dues

Enclosed is the invoice for Montana's NASBE 2011 dues. In these challenging fiscal times NASBE values your membership, and we will continue to provide cost effective and exceptional services to state boards of education and to fulfill our mission to "strengthen State Boards as the preeminent educational policymaking bodies for students and citizens".

As lay leaders in public education policymaking, it is essential that state board members have opportunities to engage with their counterparts across the nation, develop a deeper knowledge of current and emerging education issues, and leverage state resources to supplement capacity in these times. State leaders and policymakers including governors, legislators, lieutenant governors, chief state school officers and key personnel in your state education agencies recognize the value of participating in their respective organizations. The state invests in them and should invest in you. The return on investment ensures the best and most thoughtful considerations in state education policy.

NASBE values your participation and your role in public education and looks forward to working with you in the coming year.

* 22,432
2011 Dues

NASBE

NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION

2121 Crystal Drive
Suite 350
Arlington, Virginia 22202
703-684-4000
FED ID# 46-0282694

TO:

MONTANA STATE BD OF EDUCATION
MR. STEVE MELOY
2500 BROADWAY
HELENA MT 59620

INVOICE

PAGE: 1

INVOICE NUMBER: 0007638-IN

INVOICE DATE: 05/11/10

SALESPERSON:

TAX SCHEDULE:

CUSTOMER NO: 00-MONTANA
CUSTOMER P.O.:

SHIP VIA:

TERMS:
DUE UPON RECEIPT

SALES CD	DESCRIPTION		QUANTITY	PRICE	AMOUNT
-2011	--2011 NASBE DUES	-EA	1----	27,282.000	27,282.00 -
2011NC	2011 NCOSEA DUES	EA	1	130.000	130.00
2011NS	STANDARD SUBSCRIPTION	EA	1	20.000	20.00

___ Opt Out of Professional Development Funds

Deduct \$5,000 from total invoice

___ Additional \$2,500 to Professional Development Funds

Add \$2,500 to total invoice

___ Additional \$5,000 Professional Development Funds

Add \$5,000 to total invoice

RECEIVED
MAY 25 2010
BOARD OF PUBLIC EDUCATION

PA 1/2 11,216.00
on December 27, 2010

Will pay remaining 1/2
July 1, 2011 from FY12 funds.

PLEASE SEND COPY OF INVOICE WITH PAYMENT

NET INVOICE:	27,432.00
FREIGHT:	.00
SALES TAX:	.00

INVOICE TOTAL: 27,432.00

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Common Core State Standards in English Language Arts and Mathematics

PRESENTER: Nancy Coopersmith, Assistant Superintendent
Jean Howard, Mathematics Curriculum Specialist
Office of Public Instruction

OVERVIEW: The Office of Public Instruction will present to the Montana Board of Public Education an update on the progress toward adoption of the Common Core State Standards for English Language Arts and Mathematics. This presentation includes the following documents: 1. Letters of support from professional education associations; 2. Summary of online survey results; 3. Findings from the analysis report; 4. Summary of outreach activities; and 5. Indian Education for All content embedded in the Common Core State Standards.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



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Great Falls
President Elect: Kelly Glass,
Helena
2nd Vice-President: Eliza Sorte,
Kalispell

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- Gail Surwill, Billings
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- Dr. William P. McCaw, Missoula
- Keith Meyer, Helena
- Dr. Linda Vrooman-Peterson, Helena
- Jan Jamruszka-Wilson, Helena
- Dr. Christine Kuschel, Missoula

April 20, 2011

Dear Members of the Montana Board of Public Education.

On behalf of the Montana Association of Supervision and Curriculum Development, I am pleased to write this letter of support for Superintendent Denise Juneau's proposal to the board for the consideration of adopting the Common Core State Standards for Mathematics and the English Language Arts.

Montana ASCD appreciates the thoroughness that Superintendent Juneau has invested into this process. Our board believes that she has done everything she can do to ensure that this was the right direction for the State of Montana to move towards. Superintendent Juneau made every effort to involve a diverse cross section of representation from every grade-level, district size, and geographic region of our great state. Montana ASCD was invited to participate in or observe the process along the way, and our input was eagerly received by Superintendent Juneau's staff.

Montana ASCD's Board enthusiastically supports Superintendent Juneau's recommendation for the adoption of the Common Core State Standards. We further offer our organization's assistance and expertise to help support the Office of Public Instruction's future outreach to curriculum directors, supervisors, and teachers as needed.

Sincerely,

Chris M. Olszewski,

President

Montana ASCD



MONTANA COUNCIL OF TEACHERS OF MATHEMATICS

5 November 2010

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Jean K. Howard
Mathematics Curriculum Specialist
Montana Office of Public Instruction
PO Box 202501
Helena MT 59620-2501

Dear Ms. Howard,

The Montana Council of Teachers of Mathematics is supportive of the new Common Core State Standards (CCSS) in Mathematics because we believe they contribute to a win-win situation for both the Office of Public Instruction and Montana K-12 students.

First and foremost, the CCSS in mathematics will allow Montana K-12 students the opportunity to participate in the upcoming common core assessment examination scheduled for 2014-2015 whereby Montana will demonstrate its youth are learning appropriate mathematics. We have a long history of providing high quality mathematics education and our students perform well in comparison with other states.

Second, the new standards go further than the current Montana Mathematics standards, limited by policy to address only grades 4, 8, and upon graduation (meaning 10th grade). Now we will be able to join nearly 80% of the states in a common set of standards in mathematics. While Montana has an excellent system with standards, benchmarks, and essential learning expectations, when compared nationally, only a piece of our package is addressed and thus we appear not to be competitive, when in actuality, we are very appropriate in our expectations for all students. CCSS just gives us a level playing field.

Please call upon the Montana Council of Teachers of Mathematics in the upcoming years to continue to support what each student should know and be able to do in mathematics. We appreciate the support of your office in our efforts.

Sincerely,

David R. Erickson, Ph.D.
President, MCTM
406-243-5318

October 18, 2010

Ms. Kris Goyins
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620

Dear Ms. Goyins:

Thank you for asking the Montana Association of Teachers of English Language Arts (MATELA) to review the College and Career Readiness (CCR) Standards and to make a recommendation regarding the possible adoption of these standards for our state. After discussing the latest Common Core State Standards for the English Language Arts, the MATELA executive committee has asked me to write a letter on its behalf that summarizes our views.

The CCR Standards opening pages generally describe students who are college and career ready: They demonstrate independence, build strong content knowledge, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. These goals are admirable, and the grade level standards describe how these goals can be accomplished in reading, writing, speaking, listening and language.

While, these CCR anchor and grade-level standards are relevant for college-bound students, MATELA is concerned that the CCR Standards do not consider the needs of students who will enter the military and/or the workplace. The non-college bound students' preparation for life and careers calls for more practical skills in English language arts.

In addition, MATELA is concerned that the CCR Standards appear to be the curriculum for English language arts. Teachers, especially the elementary teachers, will be overwhelmed with the specificity of this standards document. The CCR Standards do not reflect the importance of integrated English language arts. Many of the CCR Standards also seem to focus on isolated English language arts skills (such as punctuation and usage) that can be assessed by large-scale, objective, multiple-choice tests, rather than through more complex and sophisticated assessments, including classroom-based portfolios and authentic performances.

The CCR Standards for the speaking and listening strand do not adequately reflect interpersonal communication, collaboration, negotiation, and problem-solving skills, which businesses highly value in their employees. The CCR standards focus more on individual, formal expository speech, rather than the broad spectrum of speaking and listening skills required in conversational and informal contexts.

The CCR Standards for the reading strand place great emphasis on text complexity but do not reflect the importance of building background knowledge and personal connections with texts. The reading standards do not promote reading for personal pleasure or setting personal reading goals. The appendices of exemplary texts do not acknowledge or promote diversity of voices, genres, and cultures. *The Standards for English Language Arts*, published by National Council of Teachers of English and International Reading Association in 1996, have two standards that speak eloquently to this issue:

1. Students read a wide range of print and non-print texts to build an understanding of the many cultures of the United States and the world; to acquire new information; to respond to the needs

and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

The CCR Standards for the writing strand narrowly define effective writing as academic essays and do not reflect the latest research in multi-genre writing. Many careers, especially in the business world and the military--do not require the type of academic writing described in these standards. The writing standards do not acknowledge the importance of narrative writing as a form of learning, thinking, and communicating. Also, the importance of writing as a recursive process of revision, risk-taking, and reflection is not addressed.

The CCR Standards for the language strand appear to be the scope and sequence from traditional grammar textbooks. Little attention is given to students learning about how language choices and writing style reflect the genre and affect the intended purpose and target audience. The standards do not encourage students to use their knowledge of language to create, critique, and discuss print and non-print texts, as described in the NCTE/IRA *Standards for English Language Arts*. In MATELA's opinion, the CCR Standards in language focus more on labeling of grammatical terms, rather than on using grammar appropriately, effectively, and creatively in oral and written communication.

Based on its review and discussion of the CCR Standards, MATELA prefers the recently adopted Montana Communication Arts Content Standards with their Essential Learning Expectations, which reflect best practices in the English language arts and represent the integrated nature of reading, writing, speaking, listening, and viewing. MATELA also supports the Montana Communication Arts Content Standards because they integrate Indian Education for All and value the rich diversity of learners, educators, and schools in our state.

MATELA appreciates the opportunity to respond to your request for a review and recommendation on the CCR Standards. We hope you will keep us informed of decisions that are made regarding the CCR Standards and Montana's Communication Arts Standards.

Sincerely,

Beverly Ann Chin, Ph. D.
NCTE Liaison to MATELA

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Missoula, MT 59803
(406) 251-0203

MONTANA STATE READING COUNCIL

INTERNATIONAL READING ASSOCIATION



January 28, 2011

Montana State Reading Council Position on the Common Core State Standards

The Montana State Reading Council, after extensive study, consideration and discussion, has developed a position on the English Language Arts Common Core State Standards and the Literacy Standards for History/Social Studies, Science and Technical Subjects (the Core) now being considered for adoption by state Superintendent Denise Juneau and the Office of Public Instruction (OPI). As we have debated the advantages of the common core we find that the Core provides consistent, well-organized standards for kindergarten through 12th grade. Each numbered Core standard addresses the same concept at every grade level unless the concept is not appropriate for that grade. The Language Arts Common Core Standards are comprehensive and rigorous including standards for Reading, Writing, Language and Literature. They have included a list of texts illustrating the complexity, quality and range of student reading at every grade level as a guide for educators. The lack of specific delineated standards at all grade levels has been a criticism of our current Montana State Standards causing OPI and school districts considerable time and resources to create specific standards and benchmarks for educators in the classroom. The Common Core State Standards would provide each student in Montana the same standards to meet or exceed in a much clearer and better articulated format.

The Core recognizes the need for and contains literacy standards for content teachers in Social Studies/History, Science and Technical areas. In the common core reading and writing are viewed as interdisciplinary practices that extend beyond print and beyond the traditional language arts classrooms. The Montana standards have, since 1989, included statements promoting the extension of literacy standards beyond the Reading, Writing Literature classrooms. Essentially these have been ignored by all but a few educators. If the common core were to be adopted, all teachers would have literacy standards to meet. Undeniably the promise of funding or the lack thereof at the federal level will unfortunately have to be a related but non-educational consideration. The U.S. Department of Education has already begun giving preference to states that have adopted the Common Core State Standards in awarding grants. In the foreseeable future that preferential treatment will become more of a factor. In a small population state that already has educational funding problems, it will be difficult to ignore the financial consequences of not adopting the Common Core State Standards. While Montana currently is not in the running for Race to the Top funding, which is tied to states' adoption of the common core, it is likely that future funding opportunities will also be tied to these national standards.

Due to Montana law, if we adopt the common core we will need additional standards to allow for the teaching of our Indian Education for All Curriculum. Montana's Indian

Education standards are a model for all other states to emulate and to teach. These will have to be honored regardless of the other standards we adopt.

When comparing the Montana State Language Arts Standards and the Common Core State Standards we have found that several of our Montana standards are not addressed in the common core. Some of the vital reading components of prior knowledge, prediction, connection between self and text, metacognition and self-correction, oral reading/fluency, self-selection of texts, and reading for enjoyment are skills that are difficult to assess and, therefore, are not addressed in the common core. Additionally, writing for a variety of purposes and audiences is missing from the common core. The Common Core State Standards rely heavily on a business model that focuses on nonfiction writing genres (namely expository, persuasive, and research) at all levels and marginalizes creative writing and writing for other purposes such as writing to learn. In general the common core emphasizes the analytical aspects of literature over the aesthetic and emotive aspects. The aforementioned differences would need to be included in an additional 15 percent to be added to the common core if they were to be adopted.

In other instances we have found that in an effort to create greater rigor, grade discrepancies between when concepts are mastered occur between the Montana standards and those of the common core. In our comparison, the common core expects mastery of several skills and concepts at an earlier grade level.

Media Literacy has become and will continue to be increasingly important to the education of Montana's students. In the current Montana Standards we have understood the need for media literacy education and have a separate strand within our Communication Arts Standards for Media Literacy education. The common core integrates media into the other strands of the standards and responsibility for teaching it is shared with other disciplines. Many concepts and skills Montana has standards for relate to media literacy such as specific media terminology, media as a separate reading form, critical evaluation of media, the impact of media, media etiquette, and ethical aspects of media usage are not addressed in the common core. Media literacy gaps would presumably need to be added to the common core. Again, this fits into the extra 15 percent that can be added to the common core.

As we move into a new era in education, 21st century goals have been adopted by many school districts throughout Montana. Districts are reshaping and revising their local standards to move their districts toward meeting the 21st century goals. The Common Core State Standards have not included all of the 21st century goals, and adoption of the common core would move us away from local and state control of the education of our Montana students.

One additional concern to be addressed as the Common Core State Standards is considered as the new standard for Montana education is whether or not these standards encourage a return to teaching through anthology reading. As the publishing companies race to print with their new Common Core State Standards "friendly" texts, complete with the authors and works listed in the illustrations of appropriate texts for each grade level, the temptation to move toward new adoptions will be enormous. Not only would that kind of a move be one that takes students and teachers away from the use of whole works and removes the flexibility to work with texts that reflect the interests and passions

of students and teachers, but the adoptions would break already strained budgets. One beauty of Montana's Communication Arts Standards is that they require local curriculum development and encourage innovation and creative teaching on the local level. While the need for local level curriculum development is lessened with the Common Core State Standards, and in some ways saves educator time, it is essential that curriculum development and innovation are still fostered.

Finally, the adoption of the Common Core State Standards carries with it the inferred agreement to assess students against that Core in a common way. Without the ability to see the types of assessments that are currently under development, it is hard to judge that to be a benefit of the Common Core State Standards. Whatever assessments are agreed upon must not only match the new standards but must also keep the constructed response type of format to ensure the depth of understanding that is only revealed through such a testing format.

Adoption of the Common Core State Standards would certainly continue and increase the rigor of Montana's Communication Arts Standards. They are consistent and well organized in a grade-by-grade progression from kindergarten through 12th grade. The Common Core Literacy standards for subjects other than Language Arts would require all teachers to support the teaching of literacy. Conversely, the adoption of the Common Core State Standards would necessitate the adoption of standards beyond those due to our Montana laws and what Montana educators know to be necessary for our Montana students. A lot is riding on that extra 15 percent that states can add to the full adoption of the common core.

Submitted by:

Cindy Patterson

President

Montana State Reading Council

Common Core State Standards Summary of the Online Survey Results

The Common Core State Standard Survey became available on the Office of Public Instruction (OPI) Web site April 2010. The link to the survey is posted on the Common Core State Standards (CCSS), Mathematics and Communication Arts Web page within the OPI site. At each presentation of the CCSS participants have been encouraged to complete the survey and have been shown where to access the survey. The link to the survey has been included in each publication of the Content Standards Informer, a monthly newsletter written by the OPI curriculum specialists.

The survey was completed by:

- 80% Educator – K-Postsecondary Representation
- 8% Administrator
- 7% Curriculum Director
- 5% Other

All regions of Montana and school sizes were represented. Mathematics was reviewed by 60% of the respondents, English language arts by 40%. Of all respondents, 89% felt the CCSS standards reflected what students need to know and be able to do, are user friendly and understandable. There were 86% who felt the standards reflect realistic and rigorous expectations. Responses indicated 50% felt that the CCSS standards are more rigorous than the Montana Content and Performance Standards, 38% felt they are very similar in content.

The survey respondents ranked the essential support components for successful implementation of the standards:

- 72% District professional development learning opportunities
- 57% Support materials/resources
- 35% State-wide professional learning opportunities

Summary of Findings from the Common Core State Standards and Montana Standards Analysis Report

Mathematics

This comprehensive examination of the Common Core State Standards (CCSS) in comparison with the Montana standards followed a three-part process: (1) out-of-state content experts; (2) the gap analysis completed by Montana educators; and (3) the Survey of Enacted Curriculum. This process provides evidence that the Montana standards and the CCSS are aligned to a degree that will allow educators who effectively implement the standards to successfully educate Montana students.

Mathematics Findings

1. Out-of-state content experts
 - The CCSS are more specific than the Montana Essential Learning Expectations (ELE);
 - By grade 8, the expectations of Montana and the CCSS are about equivalent but they arrive there via two different paths; and
 - The high school expectations of the CCSS are more rigorous and more detailed than Montana's ELE.
2. Achieve Gap Analysis
 - 90 percent of the 440 CCSS (exclusion of the 55 "+" high school science, technology, engineering, mathematics (STEM) standards) match the Montana ELE;
 - 81 percent of the 495 CCSS (inclusion of the 55 "+" high school science, technology, engineering, mathematics (STEM) standards and Mathematical Practices) matched the Montana ELE;
 - The CCSS are written using explicit mathematical language with precise detail. The CCSS addressed before and after Montana ELE provide differences for each grade level between the two documents. For example, standards for probability and statistics do not start until grade 6 and are applied in high school; and
 - The additional expectations in high school for all students to be career and college ready, as well as STEM prepared, creates the greatest disparity in matches even when the 55 "+" standards were not considered.
3. The Survey of Enacted Curriculum (SEC)
 - In grade four, both the Montana benchmarks and the CCSS have a content emphasis in the areas of number and operations. The CCSS's focus on operations has a depth of study in a broader range of cognitive demand (from perform procedures to prove). Another difference is that Montana includes geometry, statistics, and probability at an introductory level;
 - From grade 4 to grade 8 the CCSS content focus moves away from number and operations to algebra, geometry, and functions. Montana continues to

- focus on number and operations as well as algebra, geometry, statistics and instructional technology;
- In grades 9-12, both CCSS and Montana benchmarks include all content areas. Montana benchmarks have a strong emphasis on advanced geometry. The CCSS have a strong emphasis on algebra and functions, statistics and probability.

Conclusion

- Montana Mathematics standards do align with the CCSS. The only point of concern is the exclusion of relevant cultural context in the CCSS.
- The CCSS are more explicit, the primary difference is the mathematics learning progression.
 - Montana standards progress from kindergarten through high school in all four standards (number sense, data analysis, geometric reasoning, and algebraic and functional reasoning).
 - The CCSS progress from the content area of number in kindergarten through grade 5 to algebra and statistics in high school. The CCSS progression takes into account the need for fewer standards by focusing on only one or two content areas per grade band (e.g., whole number in K-3).

Summary of Findings from the Common Core State Standards and Montana Standards Analysis Report

English Language Arts

This comprehensive examination of the Common Core State Standards (CCSS) in comparison with the Montana standards followed a three-part process: (1) out-of-state content experts; (2) the gap analysis completed by Montana educators; and (3) the Surveys of Enacted Curriculum. This process provides evidence that the Montana standards and the CCSS are aligned to a degree that will allow educators who effectively implement the standards to successfully educate Montana students.

1. Out-of-state content expert alignment

The experts compared the CCSS to the Montana Essential Learning Expectations (ELE) (grade-by-grade breakdown of standards and benchmarks). The ELE were used rather than benchmarks because of the grade-by-grade nature of the CCSS.

The findings include the following:

- Content expert felt CCSS are more rigorous and have a better cognitive progression of knowledge and skills than Montana standards;
- Montana has the inclusion of IEFA that is missing from the CCSS; and
- The language is much stronger within the CCSS. The CCSS devotes an entire strand to language. The language strand has grammar, punctuation, and vocabulary, including word usage. The Montana document has only three benchmarks that address these skills.

2. Achieve Gap Analysis

This analysis compared the CCSS to Montana Essential Learning Expectations (ELE) (grade-by-grade breakdown of standards and benchmarks). The ELE were used rather than benchmarks because of the grade-by-grade nature of the CCSS. The gap analysis was completed by a group of Montana educators.

The findings include the following:

- The pie charts on page 2 of Achieve report show that 81 percent of the Montana ELE match the CCSS, while 19 percent of the CCSS is not found in the Montana ELE;
- The table on page 10 summarizes thoughts of Montana teachers that participated in the alignment. For example: 21st century goals are missing from the CCSS, although the Surveys of Enacted Curriculum show the CCSS is strong in Critical Reasoning; and
- The CCSS has standards for Literacy in History/Social Studies and Science Standards.

3. The Surveys of Enacted Curriculum

New coming

The findings include the following:

- Montana shows a strong emphasis in comprehension. The CCSS has comprehension at an earlier grade level. The CCSS has a focus on critical reasoning. Critical reasoning does not appear on the Montana map.
- Both Montana and the CCSS have elements of presentation, CCSS at a higher cognitive demand. The CCSS has more emphasis in writing applications.
- Language appears on the CCSS map, not on the Montana map.
- Montana is stronger in speaking and presenting – there are different philosophies between the two documents in this strand of the standards.

Common Core State Standards Outreach

Date	Location	Presentation	Participants
October 22, 2009	Helena	Common Core State Standards	Helena Schools Leadership Team (10)
October 22, 2009	Whitefish	Common Core State Standards	Whitefish Teachers (35)
February 10, 2010	Helena	Common Core State Standards	A-Z Curriculum Meeting
March 10, 2010	Helena	Common Core State Standards	CSPAC
April 7, 2010	Adobe Connect	Common Core State Standards	Montana Educators
April 23, 2010	Helena	Common Core State Standards	A-Z Curriculum Directors
May 6, 2010	Adobe Connect	Common Core State Standards	Montana Educators
July 13, 2010	Adobe Connect	Common Core State Standards	Montana Educators
August 18, 2010	Kalispell	Common Core State Standards	Northwest Reading Council Conference (15)
September 21, 2010	Adobe Connect	Common Core State Standards	Montana Educators
October 4, 2010	Adobe Connect	Common Core State Standards	Montana Educators
October 13, 2010	Adobe Connect	Common Core State Standards	Prairie View Curriculum Consortium, Kim Stanton, and 20 educators
October 14, 2010	Helena	Common Core State Standards	Montana Council of Deans of Education
October 21, 2010	State Reading Conference, Great Falls	Common Core State Standards	State Reading Conference 50+ participants
October 21, 2010	MEA-MFT Educators' Conference, Helena	Teachers Talk about Standards	15 conference participants
October 28, 2010	Anaconda High School	Standards, Curriculum, Instructional Materials	Angela McLean, Rose White and 11 curriculum members

November 1, 2, 4, 5, 2010	Butte, Bozeman, Havre, Lewistown	Standards and Curriculum	Montana Small Schools Alliance, Dan Rask and 79 (41,14,16,8) educators
November 8, 2010	Great Falls	Common Core State Standards	Golden Triangle Curriculum Consortium, Diana Knudson and 70 educators
December 4, 2010	Helena	Common Core State Standards	MEA-MFT 45 educators
January 19, 20, 2011	Billings	OPI Assessment Conference	35 educators from across the state
March 10, 2011	Adobe Connect	Common Core State Standards	Link sent through Official E-mail
March 10, 2011	Helena	Common Core State Standards Update	Certification Standards and Practices Advisory Committee (CSPAC)
March 30, 2011	Helena	Common Core State Standards	Montana Council of Deans of Education
April 14, 2011	Miles City	Common Core State Standards	Montana Small Schools Alliance 30 educators

**COMMON CORE
STATE STANDARDS FOR
Mathematics and English Language Arts
Including Integration of
Montana Indian Education for All**



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Mathematics: Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Building on the inherent problem-solving abilities of people over time, students can understand that mathematics is relevant when studied in cultural context that applies to real-world situations and environments.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions within a cultural context, including those of Montana American Indians. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Operations and Algebraic Thinking

Kindergarten	Grade 1	Grade 2
<p>Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.</p> <p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)</p> <p>K.OA.2: Solve addition and subtraction word problems from a variety of cultural contexts, including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5: Fluently add and subtract within 5.</p>	<p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA.1: Use addition and subtraction within 20 to solve word problems within a cultural context, including those of Montana American Indians, involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)</p> <p>1.OA.2: Solve word problems within a cultural context, including those of Montana American Indians, that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p>1.OA.4: Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>Add and subtract within 20.</p> <p>1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Work with addition and subtraction equations.</p> <p>1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p>	<p>Represent and solve problems involving addition and subtraction.</p> <p>2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations within a cultural context, including those of Montana American Indians, of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)</p> <p>Add and subtract within 20.</p> <p>2.OA.2: Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>Work with equal groups of objects to gain foundations for multiplication.</p> <p>2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>

Geometry		
Grade 3	Grade 4	Grade 5
<p><u>Reason with shapes and their attributes.</u></p> <p>3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p>	<p><u>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u></p> <p>4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.3: Recognize a line of symmetry for a two-dimensional figure including those found in Montana American Indian designs, as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p><u>Graph points on the coordinate plane to solve real-world and mathematical problems.</u></p> <p>5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation including those found in Montana American Indian designs.</p> <p><u>Classify two-dimensional figures into categories based on their properties.</u></p> <p>5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>5.G.4: Classify two-dimensional figures in a hierarchy based on properties.</p>

Statistics and Probability

Grade 6	Grade 7	Grade 8
<p><u>Develop understanding of statistical variability.</u></p> <p>6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p> <p>6.SP.2: Understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><u>Summarize and describe distributions.</u></p> <p>6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.5: Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	<p><u>Use random sampling to draw inferences about a population.</u></p> <p>7.SP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.SP.2: Use data (including Montana American Indian demographic data) from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data, predict how many text messages your classmates receive in a day. Gauge how far off the estimate or prediction might be.</i></p> <p><u>Draw informal comparative inferences about two populations.</u></p> <p>7.SP.3: Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><u>Investigate chance processes and develop, use, and evaluate probability models.</u></p> <p>7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. For example, when playing Montana American Indian Hand/Stick games you can predict the approximate number of accurate guesses.</i></p>	<p><u>Investigate patterns of association in bivariate data.</u></p> <p>8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p>8.SP.4: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data, (including data from Montana American Indian sources), on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>

High School

Number and Quantity

The Real Number System

N-RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

N-Q

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems **from a variety of contexts (e.g., science, history, and culture, including those of Montana American Indians)** and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System

N-CN

Perform arithmetic operations with complex numbers.

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .*
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.*
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector & Matrix Quantities

N-VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. (+) Solve problems **from a variety of contexts (e.g., science, history, and culture, including those of Montana American Indians)** involving velocity and other quantities that can be represented by vectors.

Reading Standards for Literature K–5

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details. <u>Include stories by and about American Indians.</u>	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. <u>Include stories by and about American Indians.</u>	2. Recount stories, including fables and folktales from diverse cultures, <u>(including American Indian stories)</u> , and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types within cultural contexts, <u>including those of American Indians.</u>	5. Describe the overall structure of a story from different cultures (e.g. <u>Montana American Indian stories</u>), including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories <u>including American Indian stories.</u>	9. Compare and contrast the adventures and experiences of characters in stories <u>including American Indian stories.</u>	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <u>including American Indians.</u>
Range of Reading and Level of Text Complexity		

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| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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Grade 3 students:

Grade 4 students:

Grade 5 students:

Key Ideas and Details

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| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures (<u>including those by and about American Indians</u>); determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <u>Include texts by and about American Indians.</u> | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

Craft and Structure

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| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

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| 6. Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians. | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Include works by and about American Indians. | 6. Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians. |
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Integration of Knowledge and Ideas

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| 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors , about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians. | 9. Compare and contrast stories in the same genre (e.g., traditional and contemporary stories by and about American Indians , mysteries and adventure stories) on their approaches to similar themes and topics. |

Range of Reading and Level of Text Complexity

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| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
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Grade 6 students:

Grade 7 students:

Grade 8 students:

Key Ideas and Details

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| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |

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| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
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Craft and Structure

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| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |

Integration of Knowledge and Ideas

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| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature)
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Grade 6 students:

Grade 7 students:

Grade 8 students:

Integration of Knowledge and Ideas

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| <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.</p> | <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Include texts that contain portrayals and/or accounts by and about American Indians.</p> | <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. Include texts by and about American Indians.</p> |
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Range of Reading and Level of Text Complexity

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| <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> |
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Grades 9–10 students:

Grades 11–12 students:

Key Ideas and Details

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| <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.</p> | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly (within cultural contexts, including those of American Indians) as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p>2. Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <p>2. Determine two or more themes or central ideas of a text, including those by and about American Indians and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> |
| <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, (including those of American Indians), interact with other characters, and advance the plot or develop the theme.</p> | <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> |

Craft and Structure

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| <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how it reveals complex cultural understandings within historical and/or contemporary contexts).</p> | <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and usage within cultural contexts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)</p> |
| <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> | <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> |
| <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> | <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) within diverse cultural contexts, including those of American Indians.</p> |

Grades 9–10 students:**Grades 11–12 students:****Integration of Knowledge and Ideas**

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| <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> Lewis and Clark painting (Ross’s Hole?) in Capitol and Indian Ed resource)</p> | <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry, or traditional American Indian oral histories), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> |
| <p>8. (Not applicable to literature)</p> | <p>8. (Not applicable to literature)</p> |
| <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works.)</p> | <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature (including American Indian works); including how two or more texts from the same period treat similar themes or topics.</p> |

Range of Reading and Level of Text Complexity

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| <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
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EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Common Core State Standards in English Language Arts and Mathematics
- PRESENTER:** Denise Juneau
Superintendent of Public Instruction
Office of Public Instruction
- OVERVIEW:** The state superintendent will present a recommendation for the Board of Public Education's approval of the Common Core State Standards in English Language Arts and Mathematics as the Montana standards for these subject areas. The recommendation will include implications of adoption.
- REQUESTED DECISION(S):** The state superintendent requests approval of a recommendation to adopt the Common Core State Standards as the Montana Content Standards in English Language Arts and Mathematics.
- OUTLYING ISSUE(S):** Implications of adoption include the following: 1. Need extensive professional development for educators and parents; 2. Additional (third year) of mathematics for graduation from Montana high schools; and 3. Development and implementation of a new state-wide assessment. With the adoption of the Common Core State Standards in English Language Arts and Mathematics, these standards would become the Montana standards. (The term "Common Core State Standards" would no longer be used in reference to these standards because the standards will become the Montana English Language Arts and Mathematics Standards.) In addition, there would be no change in local control of decisions concerning curriculum and learning activities. The Montana school districts would be required to align their locally developed curriculum and learning activities with the newly adopted Montana Content Standards in English Language Arts and Mathematics. The Office of Public Instruction would need to develop model curriculum and model instructional guides to accompany the new standards.
- RECOMMENDATION(S):** The Montana Board of Public Education should consider the implications listed above in deciding to approve/disapprove the state superintendent's recommendation.

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This informational presentation will include the latest information about the U.S. Congressional actions on the federal budget for Federal Fiscal Year 2011 and Federal Fiscal Year 2012. In addition, future federal program reviews, activities and grant opportunities will be discussed.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

Funds for State Formula-Allocated and Selected Student Aid Programs
U.S. Department of Education Funding
Montana

	2010	2011	2012	Change Fiscal Year 2011 to 2012	
	Actual	Estimate	Estimate	Amount	Percent
College- and Career Ready Students	45,249,262	44,636,255	44,757,306	121,051	0.3%
Title I Rewards	0	0	927,520	927,520	---
School Turnaround Grants	1,682,039	1,675,687	1,850,219	174,532	10.4%
Striving Readers Formula Grants	150,000	0	0	0	---
Even Start	305,688	0	0	0	---
State Agency Program--Migrant Student Education	1,045,858	1,045,858	1,045,858	0	0.0%
State Agency Program--Neglected and Delinquent Children and Youth Education	104,422	104,185	104,185	0	0.0%
Subtotal, Accelerating Achievement & Ensuring Equity	48,537,269	47,461,985	48,685,088	1,223,103	2.6%
Impact Aid Basic Support Payments	43,003,085	42,623,274	42,623,274	0	0.0%
Impact Aid Payments for Children with Disabilities	1,174,360	1,347,570	1,347,570	0	0.0%
Impact Aid Construction	648,617	731,481	0	-731,481	-100.0%
Subtotal, Impact Aid	44,826,062	44,702,325	43,970,844	-731,481	-1.6%
Effective Teachers and Leaders State Grants	0	0	11,611,023	11,611,023	---
Improving Teacher Quality State Grants	14,023,601	14,023,601	0	-14,023,601	-100.0%
Mathematics and Science Partnerships	897,878	897,878	0	-897,878	-100.0%
Educational Technology State Grants	483,875	483,875	0	-483,875	-100.0%
21st Century Community Learning Centers	5,714,213	5,714,213	0	-5,714,213	-100.0%
Assessing Achievement	3,699,787	3,699,787	3,699,787	0	0.0%
Rural and Low-income Schools Program	386,716	386,716	404,455	17,739	4.6%
Small, Rural School Achievement Program	4,981,496	4,981,496	4,807,510	-173,986	-3.5%
Indian Student Education--Grants to Local Educational Agencies	3,174,384	3,174,384	3,174,384	0	0.0%
English Learner Education	551,467	569,348	506,508	-62,840	-11.0%
Homeless Children and Youth Education	199,226	198,337	198,337	0	0.0%
Subtotal, All of the Above Programs, which were or are proposed to be authorized by the <i>Elementary and Secondary Education Act</i>	127,475,974	126,293,945	117,057,936	-9,236,009	-7.3%
Special Education--Grants to States	36,945,746	36,932,322	37,645,974	713,652	1.9%
Special Education--Preschool Grants	1,162,982	1,162,982	1,162,982	0	0.0%
Grants for Infants and Families	2,152,956	2,154,695	2,379,404	224,709	10.4%
Subtotal, Special Education	40,261,684	40,249,999	41,188,360	938,361	2.3%
Career and Technical Education State Grants	5,397,848	5,397,848	4,784,949	-612,899	-11.4%
Tech Prep Education State Grants	428,023	428,023	0	-428,023	-100.0%
Subtotal, Vocational and Adult Education	5,825,871	5,825,871	4,784,949	-1,040,922	0.0%
Education Jobs Fund	30,737,469	0	0	0	---
Subtotal, All Elementary/Secondary Level Programs	204,300,998	172,369,815	163,031,245	-9,338,570	-5.4%

Funds for State Formula-Allocated and Selected Student Aid Programs
U.S. Department of Education Funding
Montana

	2010	2011	2012	Change Fiscal Year 2011 to 2012	
	Actual	Estimate	Estimate	Amount	Percent
Federal Pell Grants	96,300,000	94,400,000	95,300,000	900,000	1.0%
Federal Supplemental Educational Opportunity Grants	1,672,174	1,672,174	1,672,174	0	0.0%
Federal Work-Study	3,190,808	3,190,808	3,190,808	0	0.0%
Leveraging Educational Assistance Partnership	220,472	0	0	0	---
Byrd Honors Scholarships	124,500	121,500	0	-121,500	-100.0%
College Access Challenge Grant	1,500,000	1,500,000	1,500,000	0	0.0%
Subtotal, All Postsecondary Education Programs	103,007,955	100,884,482	101,662,982	778,500	0.8%
Vocational Rehabilitation State Grants	12,087,792	11,429,102	11,867,276	438,174	3.8%
Client Assistance State Grants	124,688	124,688	124,688	0	0.0%
Protection and Advocacy of Individual Rights	175,984	175,984	175,984	0	0.0%
Supported Employment State Grants	300,000	300,000	0	-300,000	-100.0%
Independent Living State Grants	0	0	1,172,054	1,172,054	---
Grants for Independent Living	312,984	312,984	0	-312,984	-100.0%
Centers for Independent Living	859,070	859,070	0	-859,070	-100.0%
Services for Older Blind Individuals	225,000	225,000	225,000	0	0.0%
Assistive Technology State Grant Program	434,750	434,735	434,818	83	0.0%
Protection and Advocacy for Assistive Technology	50,000	50,000	50,000	0	0.0%
Adult Basic and Literacy Education State Grants	1,255,888	1,349,302	1,257,111	-92,191	-6.8%
English Literacy and Civics Education State Grants	60,000	60,000	60,000	0	0.0%
State Grants for Workplace and Community Transition Training for Incarcerated Individuals	0	0	0	0	---
Subtotal, All Other	15,886,156	15,320,865	15,366,931	46,066	0.3%
Total	323,195,109	288,575,162	280,061,158	-8,514,004	-3.0%
New Student Loan Volume:					
Federal Direct Student Loans	197,832,077	266,778,636	283,741,580	16,962,945	6.4%
Federal Family Education Loans	45,412,070	0	0	0	---
Total, New Student Loan Volume	243,244,146	266,778,636	283,741,580	16,962,945	6.4%
Grand Total	566,439,255	555,353,798	563,802,739	8,448,941	1.5%

NOTES:

State allocations for fiscal years 2011 and 2012 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.

Amounts distributed from the fiscal years above are based on the Pell Grant program's estimated cost as of January 2011. All estimates include new appropriations plus the use of all or a portion of an accumulated surplus of unobligated balances.

The FY 2010 appropriation for Adult Basic and Literacy Education programs includes \$45,906 thousand to fund States that were underpaid during the FY 2003-FY 2008 period and hold harmless those States overpaid during the same timeframe.

The totals for Adult Basic and Literacy Education programs exclude amounts for the English Literacy and Civics Education State Grants program, which is displayed in a separate table.

The FY 2012 estimates for the VR State Grants program reflect the Administration's proposal to consolidate a number of smaller programs into the VR State Grants program. State estimates are illustrative and are subject to change.

The FY 2012 estimates for the Grants for Independent Living program reflect the Administration's proposal to consolidate the Independent Living State Grants program and the Centers for Independent Living program into the proposed Grants for Independent Living program. State estimates are illustrative and are subject to change.

Funding levels in FY 2011 represent the annualized levels of the 6th Continuing Appropriations Act, 2011 through April 8, 2011.

For Pell Grants, funding levels in FY 2011 reflect the April 8th CR as well as the suspension of Second Pell, as proposed in the President's 2012 Budget.

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Chapter 55 Joint Task Force Progress Update

PRESENTER: Patty Myers, Chairperson
Board of Public Education

Dennis Parman, Deputy Superintendent
Office of Public Instruction

OVERVIEW: The Chapter 55 Joint Task Force of the Board of Public Education (BPE) and the Office of Public Instruction (OPI) meets May 16-17, 2011, at the Red Lion Hotel in Helena. The OPI provides to the BPE the following items for the May meeting of the Task Force: expected outcomes, proposed agenda, and the Chapter 55 draft recommendations for consideration by constituents and the public. The Chapter 55 Web link is, Reports and Recommendations: http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3

The next meeting date for the Chapter 55 Joint Task Force is June 23 - 24, 2011, at the Red Lion in Helena.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information and Discussion

Board of Public Education and Office of Public Instruction

Chapter 55 Joint Task Force

Expected Outcomes – May 16 - 17, 2011 Work Session

Purpose

To review and revise the Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align the standards with current innovative practice providing flexibility and ensuring quality education and accountability.

Charge

The Chapter 55 Joint Task Force shall provide to the state Superintendent and the BPE recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing.

By Tuesday afternoon, May 17, the Chapter 55 Joint Task Force will:

1. Refine Chapter 55 draft rule language recommendations for consideration, identify unresolved issues with specific standards, and develop a plan to write draft rule language to resolve these issues;
2. Identify key components and related data elements, appropriate to Montana, of a “blended” Performance Based Accreditation (PBA) model, (innovative practice to encourage flexibility while ensuring education quality and accountability); and
3. Outline communication plan and talking points relating to work of Chapter 55 Task Force to share with constituents prior to June 23-24 work session;
4. Establish meeting dates for July and August



**Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force**

May 16 - 17, 2011
Red Lion Colonial Inn Hotel, Helena

Agenda

Monday, May 16

- 1:00 – 1:30 Welcome
Check-in (60-second) What's on your mind?
Review Agenda and Expected Outcomes for Work Session
- 1:30 – 2:00 What's happened since the Task Force was last together?
Where are we now?
- 2:00 – 3:00 Review and Refine Chapter 55 Recommendations, Small Groups
- 3:00 – 3:15 Break
- 3:15 – 5:00 Montana's Performance-Based Accreditation Model
- 5:00 – 5:15 Direction for Day Two Work Session
- 5:15 – 5:30 Public Comment
- 5:30 Adjourn for the day
Dinner on Your Own
- 6:00 Framework for the Evaluation of School Leaders and Teachers
Subcommittee – Steve York and Dennis Parman
Dinner and Work Session



Tuesday, May 17

8:00 – 8:30	Coffee and Conversation
8:30 – 8:35	Work Session Begins
8:35 – 9:00	Update Framework for the Evaluation of School Leaders and Teachers Subcommittee
9:00 – 10:15	Small Group Dialog – Performance-Based Accreditation Model
10:15 – 10:30	Break
10:30 – 11:45	Whole Group Dialog – Performance-Based Accreditation Model
11:45 – Noon	Public Comment
Noon – 12:45	Lunch
12:45 – 1:00	Activity for reviewing and refining Chapter 55 Recommendations
1:00 – 1:30	Small Group Work – Highlight unresolved issues and plan to come to resolution
1:30 – 2:00	Small Group Reports
2:00 – 2:45	Suggested outreach plan and talking points for communicating with constituents and the public
2:45 – 3:00	Break
3:00 – 3:15	Homework assignment and next steps
3:15 – 3:30	Public Comment
3:30 – 3:45	Checkout (What's on your mind?)
3:45 – 4:00	Complete Evaluations
4:00	Adjourn

Safe Travels

See you June 23 - 24, 2011, Red Lion Colonial Hotel



EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Montana English Language Proficiency (ELP) Standards and Timeline for Adoption

PRESENTER: Judy Snow, Assessment Director
Office of Public Instruction

OVERVIEW: Information on the tentative action plan for adoption of the ELP standards was presented at the December 2010 Board of Public Education meeting. The report at the May 2011 Board of Public Education meeting will provide current information on proposed ELP standards and will include a timeline and review of the standards with the goals being an action item in July with notice of a proposed rule change and public hearing and ultimately a vote on adopting at the September 2011 meeting.

REQUESTED DECISION(S): Information and discussion item

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action item at July 2011 Board of Public Education meeting with notice of a proposed rule change and public hearing



May 2011

TO: Montana Board of Public Education
FROM: Judy Snow, State Assessment Director
RE: Information on Proposed Adoption of Montana English Language Proficiency (ELP) Standards

Timeline

May BPE Meeting (12-13)	Current information and notice of an action item in July for proposed rule change and public hearing
July BPE Meeting (13-15):	Action item: Notice of proposed rule change and vote on proceeding
September BPE Meeting (8-9)	Action item: Vote on adopting

The Montana English Language Proficiency Standards are currently connected to the Montana Communication Arts Standards. The English Language Proficiency Standards that are being recommended for adoption are specific to English Language Proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under ESEA Title III section 3113(b)(2) for specific English Language Proficiency Standards. In addition, their links to academic language have been aligned to the Common Core State Standards.

- The standards are aligned to the English Language Proficiency assessment which Montana plans to administer statewide in 2011-12.
- The standards and assessment were developed by a 20-plus state consortium, World-Class Instruction Design and Assessment (WIDA).
- The standards were presented to Montana educators and discussed at the Title III and Title I conferences earlier this year.
- The standards were adopted as a national model for ELP standards in 2006 by teachers of students with limited English proficiency.

The English Language Proficiency Standards for PreKindergarten through Grade 12 encompass:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

The five ELP Standards are organized into:

- Two frameworks: summative and formative;
- Four language domains: Listening, Speaking, Reading, Writing;
- Six language proficiency levels: 1-Entering, 2-Emerging 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching; and
- Five grade-level clusters: PreK–K, 1–2, 3–5, 6–8, and 9–12.

Proposed Montana English Language Proficiency Standards and Abbreviations

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Proposed Montana English Language Proficiency Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Emerging	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

ACTION

PUBLIC COMMENT

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

- ❖ EXECUTIVE COMMITTEE
Patty Myers (Items 17-18)

ITEM 17

MSDB SUPERINTENDENT PERFORMANCE
EVALUATION & CONTRACT EXTENSION
(CLOSED)

Patty Myers

ITEM 18

BPE EXECUTIVE SECRETARY
PERFORMANCE EVALUATION &
CONTRACT EXTENSION (CLOSED)

Patty Myers

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
May 13, 2011 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Informational	
2. Human Resources - Update on personnel Actions - Update on labor relations and contract negotiations	Gettel	5 min
4. 2011 Legislative Session - Report on status Of 2013 biennial budget and bills that effect MSDB	Gettel/Sykes	10 min
4. School Improvement - Update on MAP assessment data - Update on Strategic Plan implementation activities - Update on joint accreditation from NAC, CEASD and NWAC - Update on final determination accreditation status - *Approval of GTCC cooperative agreement - *Approval of 2011-20112 calendar	Gettel/Alt	15 min
5. Professional Development Activities - Update on in-service training	Informational	
6. MSDB Foundation Activities - Update on activities	Informational	
7. Conferences, Meetings and Contacts	Informational	
8. Budget and Finance - Update on budget	Sykes	5 min
9. Facilities and Safety - Update on current projects	Sykes	5 min
10. School Calendar of Events	Informational	
11. Student News	Informational	
12. Public Comment for Non Agenda Items		

* Action Item

ACTION

PUBLIC COMMENT

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

- ❖ **LICENSURE COMMITTEE**
Sharon Carroll (Items 20-22)

ITEM 20

REVOCATION HEARING BPE CASE
#2010-05 (CLOSED)

Clyde Peterson

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Proposed Amendments to ARM Chapter 57, Educator Discipline
- PRESENTER:** Ann Gilkey
Chief Legal Counsel
Office of Public Instruction
- OVERVIEW:** The Board of Public Education requested a draft proposal for ARM amendments related to educator discipline.
- REQUESTED DECISION(S):** Information/Discussion
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action on next steps

TO: Board of Public Education

RE: Draft Proposed Amendments to ARM Educator Licensure Disciplinary Procedures

DATE: May 13, 2011

10.57.217: Amendment clarifies that appeal of denial of renewal units is covered by part 6. Currently, there is a right to appeal, but no procedure for BPE to follow when they get such an appeal.

10.57.601: Changes “teacher, specialist, or administrator” to “licensed educator” This is done throughout these amendments, as appropriate, to get to more consistent use of the term “educator” and “license.”

This change should not cause any unintended problems. The term “teacher or specialist” is defined in 20-4-101, MCA, as a person “certified” under 20-4-106. Section 20-4-106 lists all the different classes of certification (including Class 3 administrator/supervisor). The administrative rules (10.57.102) define “license or licensure” to mean “a certificate applied for under 20-4-101, et.seq., MCA.” And “certification” is defined as “licensure of an educator/specialist, ...” So, we go full circle.

10.57.601A: New (f) adds significant misuse of technology/social networking to definition of “immoral conduct.” Misuse of technology is the most common issue in educator misconduct cases. There is currently nothing specific about it in the definition of “immoral conduct.” This will put educators on notice that there is a line which, if crossed, could impact their license. New (2) adds reference to the Code of Ethics, providing that substantial and material violation of the code may be considered when looking at possible licensing action.

[See attached examples of social networking policies]

10.57.601B: Clean up

10.57.602: New (2) Clarifies board action when appeal is resolved before hearing. And clean-up.

10.57.603: New (3) Addresses appeal of renewal units denial.

10.57.604: The Montana Administrative Procedure Act (MAPA) controls contested hearings. Section 2-4-623, MCA requires final decisions with findings of fact and conclusions of law. Existing rules for BPE hearings are consistent with this requirement, but are confusing.

The amendment attempts to clarify post hearing procedure by adding a 60 day time-line, and by delineating possible board action. (1)(a)(iii) Adds the option to enter a stipulated agreement with the educator. This is not necessary a new option, but one that is rarely used by the BPE. This amendment makes it clear that stipulations are an acceptable form of resolution.

(1)(b) specifies that board decisions are “issued” instead of “adopted” and (2) gives procedure for “issuing” board decision. This means board doesn’t have to hold a post-hearing meeting of a quorum of the board to “adopt” the final written decision (letter, stipulation, findings of fact, conclusions of law and order.)

New (4) provides that the board will post its decisions. This puts into Rule the requirement of MAPA section 2-4-623(6), MCA, that decisions regarding contested cases must be “available for public inspection...” Amendment is also consistent with Attorney General’s letter stating that educators, as public persons, do not have a right to privacy in matters of discipline. (Attached)

[See attached examples of on-line posting of teacher (and SW) discipline cases]

10.57.605: (4) Clarifies that surrenders are permanent, unless otherwise specified.

10.57.606: Provides that the OPI will post educator license status on its website.

10.57.607: Clean up only

10.57.608: Provides that BPE won’t hear appeals on licenses which are currently suspended, revoked, or surrendered. This addresses the problem of licensees treating revocation or surrender as a temporary hiatus from teaching and then taking the same matter to the Board within a matter of months.

10.57.609: (2) clarifies that the burden of proof is on the person taking the matter before the board, whether that is the appellant/educator appealing a denial, or the OPI/trustees asking for action against the educator’s license.

(3) is stricken to remove procedure for payment of evaluations. Who pays for an evaluation is best addressed on a case-by-case basis. Who pays for an evaluation may depend on why the educator is getting an eval, and whether there is insurance coverage, etc.

OPI asked the national NASDTEC listserv how other states handle this issue. Most states deal with it case-by-case. States which address it in rule or policy typically require the educator to pay for any evaluation deemed necessary. Again, OPI suggests the issue is best addressed on a case-by-case basis and need not be dictated by Rule.

10.57.217 APPEAL PROCESS FOR RENEWAL ACTIVITY

(1) Decisions of the superintendent on matters of renewal unit activity or provider status may be appealed to the board of public education pursuant to 10.57.603.

History: Sec. 20-4-102, MCA; IMP, Sec. 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02.

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF A TEACHER, SPECIALIST, OR ADMINISTRATOR: PRELIMINARY ACTION

(1) Pursuant to 20-4-110(2), MCA, requests to issue a letter of reprimand or to suspend or revoke a ~~teacher, specialist or administrator~~ an educator license shall be brought before the Board of Public Education by only:

(a) an official action of the board of trustees of a local district for any ~~teacher, specialist or administrator~~ licensed educator currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the request to issue a letter of reprimand or to suspend or revoke; or

(b) the Superintendent of Public Instruction.

(2) Requests shall specify whether a letter of reprimand, revocation or suspension is sought and shall include:

(a) the specific charge(s) against the teacher, specialist or administrator;

(b) the subsection of 20-4-110, MCA, under which the charge(s) is brought;

(c) an outline of the facts and evidence related to the charge(s); and

(d) a copy of the minutes documenting the trustees' decision to request a letter of reprimand or revocation or suspension of a license, if the request is made by the board of trustees. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/75; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1991 MAR p. 1488, Eff. 8/16/91; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:

(a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, between a ~~teacher, specialist, or administrator~~ an educator and a person the ~~teacher, specialist, or administrator~~ educator knows or reasonably should know is a student at a public or private elementary or secondary school;

(b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state;

(i) 45-5-502, MCA, (sexual assault);

(ii) 45-5-503, MCA, (sexual intercourse without consent);

(iii) 45-5-504, MCA, (indecent exposure);

(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a person the ~~teacher, specialist or administrator~~ educator knows or reasonably should know is a student at a public or private elementary or secondary school;

- (v) 45-5-507, MCA, (incest);
 - (vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);
 - (vii) 45-5-622(2), MCA, (endangering the welfare of children);
 - (viii) 45-5-623, MCA, (unlawful transactions with children);
 - (ix) 45-5-625, MCA, (sexual abuse of children);
 - (x) 45-8-201, MCA, (obscenity);
 - (xi) 45-5-627, MCA, (ritual abuse of minor);
 - (xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;
 - (xiii) 45-5-220, MCA, (stalking);
 - (xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);
 - (xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);
 - (xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);
 - (xvii) 45-8-334, MCA, (possession of a destructive device);
 - (xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);
 - (xix) 45-8-403, MCA, (use of threat to coerce gang membership);
 - (xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);
 - (xxi) 45-5-622(3), MCA (endangering welfare of children);
- (c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;
- (d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:
- (i) submission to the conduct is explicitly or implicitly made a term or condition of education;
 - (ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or
 - (iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.
- (e) submitting false credentials, omitting relevant information, or making any statement of material fact the applicant knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:
- (i) college degrees or credit from non-accredited or -approved colleges or universities;
 - (ii) false professional development credit;
 - (iii) false academic awards; and
 - (iv) inaccurate employment history.
- (f) significant misuse of technology or electronic communication, including but not limited to use of computers, cellular telephones or social networking sites, such as viewing pornography in the school or engaging in inappropriate electronic messaging with any student.
- (2) Substantial and material violation of the Montana Educator Code of Ethics may be

considered by the Office of Public Instruction and the Board of Public Education when determining licensing action.

(History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.601B INVESTIGATION (1) Upon receipt of a request made pursuant to 20-4-110(2), MCA and ARM 10.57.601, the Board of Public Education shall implement an investigation to determine whether or not a substantial reason exists to hold a hearing for the issuance of a letter of reprimand or the suspension or revocation of the ~~teacher, specialist or administrator~~ educator license. This investigation shall include notifying the affected ~~teacher, specialist or administrator~~ licensed educator of the charges against ~~him/her~~ the educator by certified mail and allowing ~~him/her~~ the educator ten days to respond to those charges. After receiving a response, the board may request further information to ensure the preliminary investigation properly reflects the facts and position of each party. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.602 NOTICE AND OPPORTUNITY FOR HEARING UPON DETERMINATION THAT SUBSTANTIAL REASON EXISTS TO HOLD A HEARING

(1) On the basis of the preliminary investigation conducted pursuant to ARM 10.57.601B, the Board of Public Education shall determine whether or not a substantial reason exists to hold a hearing to issue a letter of reprimand or to suspend or revoke the ~~teacher, specialist or administrator~~ educator license.

(a) If the Board determines that no substantial reason exists to hold such a hearing, the matter is ended.

(b) If the Board determines that there is substantial reason to hold such a hearing, the board shall provide notice of the pending action to the ~~teacher, specialist or administrator~~ licensed educator, by certified mail not less than 30 days prior to the date of the hearing. Such notice shall include:

- (i) a statement of the time, place and nature of the hearing;
- (ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;
- (iii) a reference to the particular sections of the statutes and rules involved;
- (iv) a statement of the matters asserted;
- (v) a designation of who will hear the allegation; and
- (vi) a provision advising parties of their right to be represented by counsel at the hearing.

(c) The notice shall advise the ~~teacher, specialist or administrator~~ licensed educator that ~~he/she~~ the educator has the right to contest the proposed action of the board, and that ~~he/she~~ the educator may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the ~~teacher, specialist or administrator~~ educator.

(d) The Board shall enclose with the notice an election form on which the ~~teacher, specialist or administrator~~ educator shall be asked to indicate whether he/she intends to appear at the hearing and contest the Board's proposed action, contest the

Board's proposed action without appearing at the hearing, or accept the proposed letter of reprimand, suspension or revocation without contesting it. The notice shall require the ~~teacher, specialist or administrator~~ licensed educator to return the election form within 20 days of the date on which the notice was mailed, and shall inform the teacher, specialist or administrator that failure to return the form in a timely manner shall result in a letter of reprimand or the suspension or revocation of the license by default.

(e) If the ~~teacher, specialist or administrator~~ educator does not return the completed election form within 20 days or elects to accept the proposed letter of reprimand, suspension or revocation without contesting it, the Board, at its next meeting, shall suspend or revoke the ~~teacher, specialist or administrator~~ educator license or shall direct the chair to issue a letter of reprimand.

(f) If the ~~teacher, specialist or administrator~~ licensed educator elects to contest the proposed letter, suspension or revocation and complies with (1)(d), the Board shall conduct a hearing.

(2) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter. Dismissal of the matter by the board based on mutual agreement of the parties must be granted in writing, but need not contain findings of fact or conclusions of law.

(History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/75; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1991 MAR p. 1488, Eff. 8/16/91; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.603 HEARING IN CONTESTED CASES (1) The Board shall select one of the following methods for providing a hearing:

(a) a hearing before the Board of Public Education at a special or regular meeting of the Board;

(b) a hearing before a committee of the Board that shall report to the Board proposed findings of fact, proposed conclusions of law and a proposed order; or

(c) a hearing before a hearing examiner appointed by the Board of Public Education who shall report to the Board proposed findings of fact, proposed conclusions of law and a proposed order.

(2) At the time and place set in the notice to the ~~teacher, specialist or administrator~~ educator, the chairperson of the Board of Public education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Rules 9 through 21 of the Attorney General's model rules for hearing contested cases, as found in the Administrative Rules of Montana.

(3) In the case of an appeal made pursuant to 10.57.217 regarding a denial of renewal units, written notice of the appeal must be made to the board within 30 days of the denial by the Office of Public Instruction. For this type of appeal, the board may follow informal proceedings pursuant to 2-4-604, MCA, and the final board decision may be issued by letter from the chair of the board to the appellant.

(History: 20-4-102, MCA; IMP, 20-4-110, MCA; Eff. 12/10/74; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR

p. 3309, Eff. 11/28/02.)

10.57.604 POST HEARING PROCEDURE (1) After Either immediately following the hearing, or within 60 days of the conclusion of the hearing regarding an educator license the Board shall, as provided herein:

(a) make a final decision to:

i. dismiss the matter;

ii. issue a letter of reprimand;

iii. enter a stipulated agreement; or

iv. suspend or revoke the license for a specific period of time, up to permanent revocation of the educator license, and

~~(a) (b) adopt consistent with its decision, issue findings of fact, conclusions of law and an order issuing a letter of reprimand or suspending or revoking for suspension or revocation of the teacher, specialist or administrator educator license; or~~

~~(b) (c) dismiss the request for letter of reprimand, revocation or suspension.~~

(2) Consistent with the board's decision, the board chair or designee shall sign the stipulated agreement, the letter of reprimand, or in the case of a suspension or revocation, the final findings of fact, conclusions of law and order.

~~(2) (3) The Board shall enter record its decision on in its minutes and shall serve the letter of reprimand, or a copy of the findings of fact, conclusions of law and order by certified mail on the teacher, specialist or administrator educator and on any other involved party within 30 days of its decision.~~

(4) Decisions of the Board of Public Education shall be posted on the board's website. Confidential information such as the educator's address, telephone number, medical records or grades may be redacted from the posted final decision. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-110, MCA; Eff. 12/10/74; ARM Pub. 11/25/77; AMD, 1979 MAR p. 362, Eff. 3/30/79; AMD, 1980 MAR p. 2646, Eff. 9/26/80; AMD, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2000 MAR p. 1510, Eff. 6/16/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03.)

10.57.605 SURRENDER OF A TEACHER, SPECIALIST OR ADMINISTRATOR AN EDUCATOR LICENSE (1) A teacher, specialist or administrator may surrender his/her that educator's license to the Superintendent of Public Instruction.

The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.

(2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in 20-4-110, MCA.

(3) The Superintendent of Public Instruction may investigate further following the surrender of a teacher, specialist or administrator's an educator's license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the teacher, specialist or administrator educator seeks licensure.

(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license may prejudice the ability

of ~~teacher, specialist or administrator~~ an educator to successfully seek relicensure in Montana in the same or any other class of license or educational endorsement.

(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. (History: 20-4-114, MCA; IMP, 20-2-121, MCA; NEW, 1994 MAR p. 2525, Eff. 9/9/94; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION OR SUSPENSION OF A LICENSE (1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information to the NASDTEC clearinghouse concerning licensure as provided herein and as required by NASDTEC membership.

(2) Upon receipt of a license surrendered pursuant to ARM 10.57.605, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the Superintendent accepted the surrender of a license held by the ~~teacher, specialist or administrator~~ educator.

(3) As provided herein, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

(a) resulted in a determination by the Superintendent that the applicant lacked the requisite moral and professional character; or

(b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.

(4) The Superintendent shall not report to NASDTEC under (3) until either:

(a) the period for appeal of denial as provided in ARM 10.57.607 has expired; or

(b) the Board of Public Education affirms the denial.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the suspension or revocation of a license held by ~~a teacher, specialist or administrator~~ an educator licensed in Montana.

(6) The Superintendent of Public Instruction shall post the status of a Montana educator's license on the Office of Public Instruction's website.

~~(6)~~ (7) The Superintendent of Public Instruction shall maintain, pursuant to the Superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving ~~a teacher, specialist or administrator's~~ an educator's license. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the ~~teacher, specialist or administrator~~ educator seeks licensure. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff. 12/3/04.)

10.57.607 APPEAL FROM DENIAL OF A TEACHER, SPECIALIST OR ADMINISTRATOR LICENSE (1) Appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of ~~a teacher, specialist or administrator~~ an educator license shall be brought before the Board of Public Education by written request from the applicant to the board received within 30 days of the notice to deny.

- (2) The written request must be in a form which:
- (a) summarizes the appellant's responses to the Superintendent's denial of licensure;
 - (b) states that the appellant meets the minimum qualifications for issuance of a license established by law; and
 - (c) if applicable, shows that the appeal satisfies the requirements of ARM 10.57.608. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2000 MAR p. 1510, Eff. 6/16/00; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.608 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA (1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the Board from the denial of a teacher, specialist or administrator an educator license within three years prior to the application which is at issue, and that appeal was denied by the Board following a hearing, unless at the time of notice of appeal pursuant to 10.57.607 the appellant ~~can show~~ demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.

(2) The board shall not consider an appeal by an educator regarding a suspended, revoked or surrendered license during the period of suspension, revocation or surrender. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02.)

10.57.609 HEARING ON APPEAL (1) The Board of Public Education shall conduct the hearing as provided in ARM 10.57.603 and in compliance with Title 2, chapter 4, part 6, MCA.

(2) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant satisfies the statutory criteria for issuance of a teacher, specialist or administrator license. In the case of a request for letter of reprimand, suspension or revocation of an educator license, the burden is on the requestor to establish by a preponderance of the evidence that the request for board action should be granted.

~~(3) In cases in which the Superintendent of Public Instruction has denied issuance or renewal of a teacher, specialist or administrator license under 20-4-104, MCA, the Board of Public Education may require the appellant to undergo a mental or physical examination by a physician or health professional designated by the board. In cases in which the Superintendent of Public Instruction has denied issuance of a new license, the examination shall be at the appellant's expense. In cases in which the Superintendent of Public Instruction has denied issuance of a renewal license, the examination shall be at the Superintendent of Public Instruction's expense. The report of examination shall be admissible evidence in the appeal proceedings before the Board, subject to the appellant's right to cross-examine the maker of the report.~~ (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS, 2002 MAR p. 3309, Eff.

11/28/02.)

Rule 10.57.610 reserved

10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE

(1) A licensed staff member commits a violation of 20-4-110, MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.

(2) "Good cause" shall be determined by the Board on a case-by-case basis. The following are examples of good cause:

(a) substantial hardship to the licensed staff member's family due to a change in employment of the spouse of the licensed staff member that necessitates a move;

(b) illness of a family member of the licensed staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; or

(c) intolerable working conditions, judged on the same basis as constructive discharge under Montana law.

(3) Licensed staff members violating 20-4-110(1)(g), MCA shall be penalized according to the following guidelines:

(a) a first violation committed not more than 30 calendar days prior to the beginning of the school year may result in a sanction not to exceed placement of a letter of reprimand in the licensed staff member's public record certification file;

(b) a first violation committed on or after school starts shall result in a sanction ranging from placement of a letter of reprimand in the licensed staff member's public record licensure file to temporary suspension of the licensed staff member's license for not more than 30 days; and

(c) a second or subsequent violation shall result in a sanction ranging from a temporary suspension of the licensed staff member's license to revocation of the license.

(4) In considering the sanction, if any, to impose for a violation, the Board will consider the following:

(a) the length of prior notice, if any, provided to the employing board by the licensed staff member;

(b) the arrangements made and resources provided by the licensed staff member to ensure continuing instruction to pupils;

(c) the difficulties faced by the employing district in recruiting a suitable replacement;

(d) the impact of the licensed staff member's breach of contract on the district's compliance with accreditation standards; and

(e) other hardships suffered by the employing district as a result of the licensed staff member's breach of contract.

(5) This rule provides guidelines only and shall not be construed to either require or to prohibit the Board from exercising its discretion in overseeing discipline of license holders. (History: 20-2-114, 20-2-121, MCA; IMP, 20-2-121, 20-4-110, MCA; NEW, 2002 MAR p. 1549, Eff. 5/31/02; TRANS, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03.)

ATTORNEY GENERAL
STATE OF MONTANA

Mike McGrath
Attorney General



Department of Justice
215 North Sanders
PO Box 201401
Helena, MT 59620-1401

April 12, 2007

Ms. Linda McCulloch, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Dear Superintendent McCulloch:

Your office has requested an Attorney General Opinion or Letter of Advice concerning the following issue:

Are the names of teachers whose certification has been revoked by the State public information and is the public entitled to general information about the grounds for revocation.

Because the Supreme Court's body of law balancing the public's right to know against the individual right of privacy provides clear direction on this issue, it has been determined that a letter of advice will provide the appropriate response.

The Supreme Court has considered a number of cases involving disclosure of disciplinary or investigative documents in cases involving misconduct by public officials. In Great Falls Tribune Co. Inc. v. Cascade County Sheriff, 238 Mont. 103, 775 P.2d 1267 (1989), a newspaper sought public disclosure of the names of three law enforcement officers. The officers had been disciplined for their actions in running over a suspect on a public sidewalk after the suspect fled from the officers during a high speed chase. Id. at 104, 775 P.2d 1267. The Court held that the public's right to know outweighed any privacy interest the officers may have had because law enforcement officers "*occupy positions of great public trust.*" Id. at 107, 775 P.2d at 1269. (Emphasis added.)

In another case involving a law enforcement official, a newspaper sought public release of investigative documents associated with an officer who had been accused of sexual intercourse without consent while a cadet at the law enforcement academy. Bozeman Daily Chronicle v. City of Bozeman Police Dept., 260 Mont. 218, 859 P.2d 435 (1993). Although the officer was never criminally charged, he was forced to resign from the police force. Id. at 227, 859 P.2d at 440-41. The Court held that even though the criminal investigative report was confidential criminal justice information, "such alleged misconduct went directly to the

Linda McCulloch, Superintendent
April 12, 2007
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police officer's breach of his *position of public trust*" and, therefore, the conduct was "a proper matter for public scrutiny." Id. (Emphasis added).

In Svaldi v. Anaconda-Deer Lodge County, 2005 MT 17, 325 Mont. 365, 106 P.3d 548, the Court held that the same reasons supporting public disclosure of allegations against law enforcement officers were applicable to an instance involving allegations of misconduct against a teacher. Svaldi retired from teaching after allegations she had assaulted and verbally abused her students. Svaldi, 2005 MT at ¶ 8, 106 P.3d at 550. After the county attorney disclosed to a reporter that he had been discussing the possibility of a deferred prosecution with Svaldi's attorney, she filed suit alleging violation of her right to privacy. Id. at ¶ 26, 106 P.3d at 552. Svaldi contended that her privacy interest outweighed the public's right to know. Id. The court rejected her argument and found that Svaldi had no legitimate privacy interest protecting her from such a disclosure. The Court stated:

As a teacher in the public schools, entrusted with the care and instruction of children, [Svaldi's] position *is one of public trust*. Also, the allegations of misconduct against her students, went directly to her ability to properly carry out her duties.

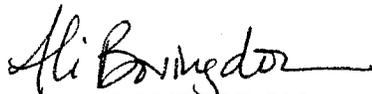
Id. at ¶ 31, 106 P.3d at 372. (Emphasis added).

The same reasoning applies to a teacher who has lost his or her certification because of allegations of misconduct. Teachers hold a position of public trust and, as a result, revocation of a teacher's certification and a general description of the basis for such revocation is a proper matter for public scrutiny.

This letter should not be construed as a formal Opinion of the Attorney General.

Sincerely,

CIVIL SERVICES BUREAU



ALI N. BOVINGDON
Assistant Attorney General

anb/cv

Florida Department of Education

Bureau of Professional Practices

Discipline against Educator Licenses

Last Name: smith

District: -- Any District --

Search

If you need 508 accommodations please contact the Bureau of Professional Practices Services at 850-245-0438.

For a glossary of terms [click here](#)

Information posted is for Final Orders issued on or after January 1, 1990

Education Practices Commission Case No.	Name	District	Order Type	Final Order Summary
10-0356-RT	Smith, #W37661, Donna Lea	Palm Beach	Informal	Permanent Revocation Permanent Bar from Reapplication
08-0033-RT	Smith, Abigail M.	Hernando	Settlement	Letter of Reprimand \$300.00 Fine
84-0070-RT	Smith, Alphonso	Orange	Surrender	Surrender - Permanent Revocation
08-0023-RT	Smith, Alsavion A.	Broward	Settlement	Non-Renewal of Certificate Permanent Bar from Re-Application
90-0095-RT	Smith, Arthur Lee	Hillsborough	Informal	Five-year Revocation Five years Probation
96-0100-RT	Smith, Carl F.	Duval	Informal	Three-year Suspension Three years Probation College Level Course-work or Inservice: <i>Ethics</i> Limited Scope of Employment: <i>Restricted from having any contact whatsoever with Joyce Morgan</i>
90-0238-RT	Smith, Carmen L.	Marion	Settlement	Letter of Reprimand Three-month Suspension College Level Course-work or Inservice Training: <i>Time Management and Classroom Management</i> Thirty-three months Probation
99-0082-RT	Smith, Carolette S.	Orange	Formal	Letter of Reprimand One year Probation College Level Course-work: <i>Classroom Management</i>
98-0097-RT	Smith, Cheryl Y.	Volusia	Formal	Letter of Reprimand One year Probation College Level Course-work: <i>Classroom Management and Appropriate Discipline</i>
97-0099-D	Smith, Christina Lynn	Collier	Formal	Letter of Reprimand Three years Probation College Level Course-work or Inservice Training: <i>Ethics</i> \$500.00 Fine
98-0065-RT	Smith, Clifford L.	Duval	Show Cause	Letter of Reprimand Two year Probation College Level Course-work: <i>Women's Issues</i>
01-0051-D	Smith, Corey Lekeith	Miami-Dade	Informal	Letter of Reprimand Three years Probation
08-0519-RT	Smith, Darrell R.	Lee	Settlement	Five years Revocation Two years Probation College Level Course-work: <i>Ethics</i> \$1,000.00 Fine
91-0193-RT	Smith, David	Pinellas	Informal	Three years Probation
92-0035-RT	Smith, David	Pinellas	Settlement	Letter of Reprimand Three years Probation College Level Course-work or Inservice Training: <i>Classroom Management</i> and either <i>Human Relations, E</i> One hundred fifty hours of Community Service
94-0083-RT	Smith, David	Pinellas	Formal	One-year Bar from Re-application for a Florida Educator's Certificate College Level Course-work or Inservice Training in two courses: <i>Human Relations, Ethics</i> or <i>Adolescent I</i> One hundred fifty hours of Community Service that shall not be directed toward children or adolescents Three years Probation \$500.00 Fine
05-0055-RT	Smith, Deborah	Broward	Settlement	Letter of Reprimand Two years Probation
01-0101-RT	Smith, Deborah Gaines	Miami-Dade	Informal	Letter of Reprimand Three years Probation Order on Notice to Show Cause Three year Revocation Three years Probation
00-0647-RT	Smith, Della D.	Orange	Waived	Letter of Reprimand Two years Probation College Level Course-work: <i>Classroom Management</i> Inservice Training: <i>Anger Control</i>
09-0550-RT	Smith, Derrick Laron	Pinellas	Settlement	Letter of Reprimand Two years Probation College Level Course-work: <i>Ethics</i> \$500.00 Fine
09-0525-RT	Smith, Dwight Douglas	Polk	Waived	Letter of Reprimand Two years Probation College Level Course-work: <i>Adolescent Child Development</i> \$500.00 Fine
94-0177-RT	Smith, Erwin R.	Broward	Informal	Two-year Suspension Three years Probation
98-0165-RT	Smith, Franklin L.	Duval	Formal	Two years Suspension Letter of Reprimand Three years Probation College Level Course-work: <i>Ethics</i>

89-0020-RT	Smith, Frazier L.	Miami-Dade	Settlement	Three year Revocation Two years Probation
97-0016-RT	Smith, Gayle Lynn	Columbia	Formal	Letter of Reprimand \$250.00 Fine Three years Probation College Level Course-work or Inservice Training: <i>Ethics</i>
01-0159-D	Smith, Gina Rochell	Miami-Dade	Formal	Letter of Reprimand Two years Probation
92-0074-RT	Smith, Harriette	Miami-Dade	Settlement	Two-year Suspension Three years Probation One hundred fifty hours of Community Service
98-0192-RT	Smith, Howard	Seminole	Formal	Permanent Revocation
98-0116-RT	Smith, Ione	Miami-Dade	Waived	Letter of Reprimand Two years Probation College Level Course-work: <i>Classroom Management</i> College Level Course-work or Inservice Training: <i>Anger Control</i>
02-0691-RT	Smith, J. Cayll	Sarasota	Formal	Letter of Reprimand One year Probation College Level Course-work in either: <i>Ethics</i> or <i>Child Development</i>
09-0434-RT	Smith, Jacinda Lynn	Palm Beach	Settlement	Two-year Suspension Three years Probation College Level Course-work: <i>Ethics</i> Limited Scope of Employment: <i>Restricted to not handling school funds and Restricted to not tutoring stu</i> \$1,000.00 Fine
06-0114-RT	Smith, James A.	Seminole	Settlement	Six month Revocation Three years Probation
10-0089-RT	Smith, James Edward	Miami-Dade	Informal	Two years Probation Letter of Reprimand \$500.00 Fine
85-0005-RT	Smith, James H.	Polk	Surrender	Surrender - Permanent Revocation
95-0152-RT	Smith, James T.	Palm Beach	Waived	Two-year Suspension \$2,000.00 Fine Three years Probation College Level Course-work or Inservice Training: <i>Ethics</i> Limited Scope of Employment: <i>Restricted to only closely supervised teaching; and must refrain from hai</i>
06-0259-RT	Smith, James Weldon	Palm Beach	Formal	Letter of Reprimand Two years Probation \$100.00 Fine
02-0495-RT	Smith, Jeffrey T.	Sarasota	Informal	Letter of Reprimand One year Probation
00-0514-RT	Smith, Jim J.	Miami-Dade	Informal	One year Revocation Letter of Reprimand Three years Probation College Level Course-work: <i>Ethics</i> Inservice Training: <i>Anger Control</i>
97-0211-RA	Smith, John E.	Broward	Formal	Permanent Bar for Re-application for a Florida Educator's Certificate \$50.00 Fine Letter of Reprimand
00-0485-RT	Smith, John H.	Osceola	Informal	Letter of Reprimand One year Probation College Level Course-work: <i>Ethics</i> Limited Scope of Employment: <i>Refrain from implementing any team rosters for teams coached until rev.</i>
95-0367-D	Smith, Julie Ann	Pinellas	Formal	Letter of Reprimand Two years Probation
92-0037-RT	Smith, Karen Sperry	Orange	Settlement	Letter of Reprimand Three years Probation
08-0708-RT	Smith, Karen Sperry	Lake	Settlement	Suspension from June 1, 2005 through May 31, 2010 Four years Probation Limited Scope of Employment: <i>Refrain from transporting students in or on any motor vehicle</i> \$500.00 Fine
99-0158-RT	Smith, Kathy L.	Alachua	Formal	Two months Suspension Letter of Reprimand Two years Probation College Level Course-work: <i>Ethics</i>
91-0254-RT	Smith, Kenneth	Broward	Settlement	Two years Probation College Level Course-work or Inservice Training: <i>Classroom Management</i>
06-0382-D	Smith, Kim L.	Alachua	Settlement	Letter of Reprimand \$300.00 Fine
09-0287-RT	Smith, Koreen A.	Hillsborough	Surrender	Permanent Revocation
94-0106-RT	Smith, Kyle A.	Miami-Dade	Informal	Permanent Revocation
91-0122-RT	Smith, Lamar	Clay	Settlement	Revocation from August 15, 1990 through January 24, 1992 Three years Probation
04-0112-RT	Smith, Laura Crider	Polk	Informal	Permanent Revocation Permanent Bar from Re-Application
05-0222-D	Smith, Linda Faye	Flagler	Informal	Letter of Reprimand One year Probation Limited Scope of Employment: <i>Refrain from handling school funds</i> \$100.00 Fine
08-0427-D	Smith, Linda M.	Polk	Settlement	Letter of Reprimand \$400.00 Fine
89-0168-RT	Smith, Margaret E.	Taylor	Settlement	Letter of Reprimand Two years Probation Coursework: <i>Classroom Management</i>
93-0067-RT	Smith, Marguerite	Brevard	Settlement	Letter of Reprimand Four years Probation Payment of Full Restitution
94-0182-RT	Smith, Marguerite	Brevard	Formal	Seven years Revocation
06-0078-RT	Smith, Marilyn Jeanette	Charlotte	Formal	Letter of Reprimand \$500.00 Fine
99-0113-RT	Smith, Meredith M.	Marion	Waived	One year Bar from Application for a Florida Educator's Certificate Letter of Reprimand Three years Probation



(503)378-3586 465 Commercial St. NE, Salem, OR 97301

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

Thursday March 3, 2011 1:27 PM

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Teachers and Administrators Subject to Discipline in 2010

[\[Help\]](#)

Oregon Revised Statute 342.203 requires the Teacher Standards and Practices Commission to circulate a list of all teachers and administrators whose licenses have been suspended, revoked or who have been reprimanded or placed on probation. If the decision to discipline has been appealed, the teacher or administrator's name shall not be placed on the list until such decision has been sustained by the Court of Appeals or until the appeal has been dismissed.

Educator	Discipline	Effective	OAR/ORS Violation	View
Keath S Allen (School District - N/A)	Revocation	Mar 30, 2010	OAR 584-020-0040(3) (a) OAR 584-020-0040(4) (c) OAR 584-020-0040(3) (d)	
Michael John Allison Gresham-Barlow SD 10	Revocation	May 14, 2010	OAR 584-020-0035(1) (c) OAR 584-020-0035(1) (c)(C) OAR 584-020-0035(1) (c)(D) OAR 584-020-0040(4) (f)	
April Janene Anson Forest Grove SD 15	Revocation	Feb 16, 2010	OAR 584-020-0035(1) (b)	
Daniel Peter Baxter Hood River County SD 1	Suspension - 1 Year	May 14, 2010	OAR 584-020-0035(1) (c)(D) OAR 584-020-0010(5) OAR 584-020-0040(4) (n)	
Michael Ray Benedict Scio SD 95	Public Reprimand	Feb 16, 2010	OAR 584-020-0010(5) OAR 584-020-0040(4) (n)	
Heidi S Berryman-Kellar Santiam Canyon SD 129J	Public Reprimand	May 14, 2010	OAR 584-020-0015(2) (a) OAR 584-020-0040(4) (n) OAR 584-0202-0010 (5)	
Timothy Michael Brown North Wasco County SD 21	Revocation	Feb 23, 2010	OAR 584-020-0040(4) (d) OAR 584-020-0040(4) (n)	

			OAR 584-020-0010(1) OAR 584-020-0040(3) (a)	
Sheryl R Buck-Williams Salem/Keizer SD 24J	Public Reprimand	Nov 5, 2010	OAR 584-020-0040(4) (c) OAR 584-020-0010(5)	
Kim Marie Carlson West Linn - Wilsonville SD 3J	Suspension - 6 Months	Nov 5, 2010	OAR 584-020-0040(4) (n) OAR 584-020-0025(2) (c) OAR 584-020-0010(5) OAR 584-020-0040(4) (c)	
Carol Ann Castle Klamath Falls City Schools	Suspension - 6 Months	Aug 9, 2010	OAR 584-020-0010(5) OAR 584-020-0040(4) (c)	
Ted Chism Reedsport SD 105	Public Reprimand	May 14, 2010	OAR 584-020-0030(3) (d) OAR 584-020-0040(4) (d)	
Shane Eli Cohn Hillsboro SD 1	Revocation	May 14, 2010	OAR 584-020-0035(1) (c)(A) OAR 584-020-0010(5)	
Doran A DeGraw, Jr North Lake SD 14	Suspension - 30 Days	Aug 9, 2010	OAR 584-020-0040(4) (s) OAR 584-020-0010(5) OAR 584-020-0025(2) (e)	
Laurie Lynn Doscher Fern Ridge SD 28J	Public Reprimand	May 14, 2010	OAR 584-020-0035(2) (b) OAR 584-020-0010(5) OAR 584-020-0040(4) (o) OAR 584-020-0020(2) (d)	
Brance Bernard Eckles Scio SD 95	Public Reprimand	Nov 10, 2010	OAR 584-020-0010(1) OAR 584-020-0010(5) OAR 584-020-0025(2) (a) OAR 584-020-0040(4) (r)	
Robert Carl Flathers Harney County SD 3	Public Reprimand	May 14, 2010	OAR 584-020-0040(4) (n)	
Richard Kirk Flowers Three Rivers/Josephine County SD	Suspension - 1 Year	Nov 5, 2010	OAR 584-020-0035(1) (c)(D) OAR 584-020-0010(5) OAR 584-020-0040(4) (n)	
Lon Dean Gillas Willamette ESD	Revocation	Aug 9, 2010	OAR 584-020-0040(4) (q) OAR 584-020-0040(4) (k) OAR 584-020-0010(5)	
Michael Richard Gordon	Probation - 4 Years	May 14, 2010	OAR 584-020-0040(4) (l)	

1 attorney prior to entering into this Stipulation and Final Order and issuance and entry of
2 the Stipulated Final Order below.

3 **STIPULATION OF FACTS**

4 1. The Commission has licensed Mr. Cohn since August 22, 2008. Mr. Cohn
5 currently holds an Initial I Teaching License, with endorsements in Language Arts
6 and Multiple Subjects, issued August 22, 2008, and valid through August 15,
7 2012.

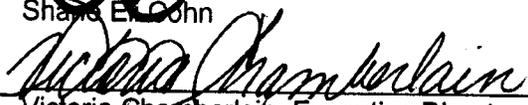
8 2. Mr. Cohn was employed by the Hillsboro School District during the 2008-09 school year.
9 During the 2007-2008 school year, Mr. Cohn worked as a student teacher at the
10 Hillsboro School District's alternative school Miller Education Center. While working at
11 Miller Education Center, he met student CMS. After CMS was no longer a student at
12 Miller Education Center, Mr. Cohn developed a relationship with CMS that was deemed
13 inappropriate by Mr. Cohn's employer, the Hillsboro School District.

14
15 IT IS SO STIPULATED:

16 
17 _____
18 Shana E. Cohn

Date

4/17/10

19 
20 _____
21 Victoria Chamberlain, Executive Director
22 Teacher Standards and Practices Commission

Date

3-30-10

23 **CONCLUSION OF LAW**

24 Mr. Cohn engaged in an inappropriate relationship with a student, as described in
25 paragraph 2 above. This conduct constitutes gross neglect of duty in violation of ORS
26 342.175(1)(b); OAR 584-020-0040(4)(o) as it incorporates OAR 584-020-0035(1)(c)(A)
27 or (D) (*Expressing professionally inappropriate interest in a student's personal life; Not*
28 *honoring appropriate adult boundaries with students in conduct and conversations at all*

1 time); OAR 584-020-0040(4)(n) as it incorporates OAR 584-020-0010(5) (Use
2 professional judgment)

3 The Commission's authority to impose discipline in this matter is based upon ORS
4 342.175.

5 **ORDER**

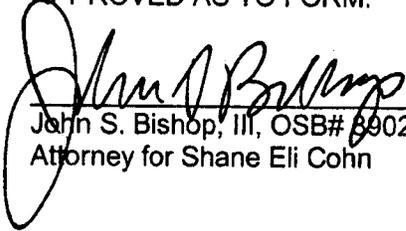
6 The Commission accepts the surrender of Shane Eli Cohn's Initial I Teaching
7 License and hereby revokes said license.

8 Issued and dated this 14th day of May, 2010.

9 **TEACHER STANDARDS AND PRACTICES COMMISSION**
10 **STATE OF OREGON**

11 By 
12 Victoria Chamberlain, Executive Director
13

14 APPROVED AS TO FORM:

15 
16 John S. Bishop, III, OSB# 890228
17 Attorney for Shane Eli Cohn
18

1 *abuse in the Third Degree)* and or ORS 163.427 (*Sexual abuse in the First Degree*) as
2 listed in ORS 342.143(3)(a)(A). Additionally, Mr. Allen's convictions constitute "gross
3 unfitness" in violation of ORS 342.175(1)(c); OAR 584-020-0040(3)(a) and (d) as defined
4 by OAR 584-020-0040 (5) ("*Gross unfitness is any conduct which renders an educator*
5 *unqualified to perform his or her professional responsibilities*").

- 6
7 2. On or about June 20, 2006, Mr. Allen signed and submitted an Application for Educator
8 License Form C-1 upon which he responded "no" to all character questions. Specifically
9 he answered "no" to character question 10, "*Have you ever entered a plea of guilty or No*
10 *Contest relative to any charge for an offense listed in question 8?*" "*Have you ever been*
11 *convicted or been granted conditional discharge by any court for; (a) any felony; (b)*
12 *misdemeanor; or (c) any major traffic violation....*". Mr. Allen's decision to answer "no"
13 to question 8, despite his convictions under Art 134 UCMJ, constitutes gross neglect of
14 duty in violation of ORS 342.175(1)(b); OAR 584-020-0040(4)(c) ("*Knowing falsification*
15 *of any documents or knowing misrepresentation directly related to licensure,*
16 *employment, or professional duties*")

17 **CONCLUSIONS OF LAW**

18 Keath S. Allen's September 4, 1994 conviction of indecent acts and liberties upon a child
19 and indecent assault on a child constitutes gross unfitness pursuant to ORS 342.143(3)(a)(C);
20 OAR 584-020-0040(3)(a) and (d) as defined by OAR 584-020-0040 (5). Mr. Allen's choice not
21 to disclose his conviction on his June 20, 2006 Application for Educator License Form C-1,
22 constitute gross neglect of duty in violation of ORS 342.175(1)(b) and OAR 584-020-0040(4)(c).
23 The Commission's authority to impose discipline in this matter is based upon ORS 342.175.

24 ///

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FINAL ORDER

The Commission hereby revokes Keath S. Allen's educator license.

Approved by the Commission on November 6, 2009, effective November 9, 2009.

IT IS SO ORDERED this 30th day of March, 2010.

TEACHER STANDARDS AND PRACTICES COMMISSION

By: 
Victoria Chamberlain, Executive Director

NOTICE OF APPEAL OR RIGHTS

YOU ARE ENTITLED TO JUDICIAL REVIEW OF THIS ORDER. JUDICIAL REVIEW MAY BE OBTAINED BY FILING A PETITION FOR REVIEW WITHIN 60 DAYS FROM THE SERVICE OF THIS ORDER. JUDICIAL REVIEW IS PURSUANT TO THE PROVISIONS OF ORS 183.482 TO THE OREGON COURT OF APPEALS.

CERTIFICATE OF MAILING

I hereby certify that I served the foregoing notice of final order, certified by me as such, by mailing U.S. First Class Mail and U.S. Certified Mail—Return Receipt Requested, addressed to:

Keath S. Allen
1550 E. Thunderbird Rd. Apt. 1030
Phoenix AZ 85022-5602

Dated this 31st day of March, 2010.

By: Melody Hanson
Melody Hanson
Executive Assistant

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Report of Educator License Surrender

PRESENTER: Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW:

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S):

RECOMMENDATION(S):

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Adoption of the Common Core State Standards in English Language Arts and Mathematics
- PRESENTER:** Denise Juneau
Superintendent of Public Instruction
Office of Public Instruction
- OVERVIEW:** The Board of Public Education (BPE) is asked to approve the Superintendent of Public Instruction Denise Juneau's recommendation to adopt the Common Core State Standards in English Language Arts and Mathematics. In addition, the BPE is asked to approve the proposed timeline for adoption.
- REQUESTED DECISION(S):** Adoption of the state superintendent's recommendation.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** K-12 Schools Payment Schedule for Fiscal Year 2011-2012
- 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



PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2011-12

The following distribution dates for fiscal year 2011-12 BASE aid payments to K-12 schools are proposed for Board approval. Other payment types will be included as noted.

2011	August 26	DSA-QEC- IEA-SAG- SPED-TECHF
	September 23	DSA-QEC-IEA-SAG- SPED
	October 21	DSA-QEC- IEA-SAG- SPED
	November 18	GTB/SBG
	December 16	DSA-QEC- IEA-SAG- SPED
2012	January 20	DSA-QEC-IEA-SAG- SPED
	February 24	DSA-QEC-IEA-SAG- SPED
	March 23	DSA-QEC-IEA-SAG- SPED-TRAN
	April 25	DSA-QEC-IEA-SAG- SPED
	May 25	GTB/FAC REIM/SBG
	June 22	DSA-QEC-IEA-SAG- SPED-TRAN

- DSA - Direct State Aid (Basic and Per-ANB Entitlements)
- QEC - Quality Educator Component Payment
- ARC - [At Risk Student Component Payment Pending Appropriation](#)
- 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 23rd and June 22nd payments.

Tuition (TUIGF; TUITR) are projected to be paid monthly as submitted by districts.

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Addendum to 2010-2011 Accreditation Status Recommendations
- PRESENTER:** Kelly Glass
Accreditation Unit Manager
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for consideration an addendum to the 2010-2011 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. 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

County Name	School Number	School Name	Accreditation Status Change from:	Accreditation Status Change to:	Reason
Carbon	0084	Red Lodge High School	REGULAR WITH MINOR DEVIATION	REGULAR	second semester schedule change, therefore teacher is not improperly assigned
Pondera	0893	Conrad High School	REGULAR WITH MINOR DEVIATION	REGULAR	teacher is not improperly assigned
Sanders	1051	Paradise School	REGULAR WITH MINOR DEVIATION	REGULAR	has an approved alternative standard for library FTE
Stillwater	1115	Molt School	ADVICE	REGULAR	has library services and properly endorsed teacher
Fergus	1691	Winifred 7-8	ADVICE	REGULAR	teacher is not improperly assigned
Fergus	0392	Winifred High School	ADVICE	REGULAR	teacher is not improperly assigned

Column1			
(Grammar Gen SS ; end Hist Poli Sci)			
4/11/11 notified by MSU B of M Eness internship			

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Alternative to Standards Requests

PRESENTER: Kelly Glass
Accreditation Unit Manager
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education the report of disapproval of Alternative to Standards requests. The state superintendent recommends approval of the report as presented. The report is attached.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Approve the recommendations of state Superintendent Denise Juneau of the Report of Initial Alternative to Standards requests



Alternative Standard Requests – Recommendations

May 13, 2011

The following 3 initial and 35 renewal alternative standard requests representing 16 districts and 23 schools have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Approvals

Beaverhead County

Grant Elementary—Renewal

Grant School

K-8

Current Enrollment: 11

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710 .4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Beaverhead County

Polaris Elementary—Renewal

Polaris School

K-8

Current Enrollment: 4

Library Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710 .4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Reichle Elementary—Renewal

Reichle School

K-8

Current Enrollment: 19

Library Staffing: 0.0 Licensed FTE

Required: 0.07 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.05 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710.4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Carter County

Hawks Home Elementary—Renewal

Hammond/Hawks Home

K-8

Current Enrollment: 4

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Cascade County

Deep Creek Elementary—Renewal

Deep Creek School

K-6

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.4—School Counseling Services

1. Mission statements, detailed descriptions of alternative plans, measurable objectives, formative and summative assessments, and summaries of evaluation data are provided for library media and guidance alternatives.
2. Letters of agreement with contracted services outside the district (Cascade Public Schools library and guidance counseling staff) are provided.

**The proposed alternatives meet or exceed the standards.
Recommend approval of the alternative standard requests.**

Flathead County

Creston Elementary—Renewal

Creston School

K-6

Current Enrollment: 84

Guidance Staffing: 0.0 Licensed FTE

Required: 0.21 (fewer than 400 students)

Staffing: 8.45 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Lincoln County

Fortine Elementary—Renewal

Fortine School

K-8

Current Enrollment: 68

Library Staffing: 0.0 Licensed FTE

Required: 0.272 (fewer than 125 students)

Staffing: 6.001 Licensed FTE

Standard: 10.55.709—Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

McCormick Elementary—Renewal

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

McCormick School

K-8

Current Enrollment: 22

Library Staffing: 0.0 Licensed FTE

Required: 0.09 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.06 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.1—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Yaak Elementary—Renewal

Yaak School

K-8

Current Enrollment: 8

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.1—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Madison County

Alder Elementary—Renewal

Alder School

K-8

Current Enrollment: 24

Guidance Staffing: 0.0 Licensed FTE

Required: 0.06 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Powder River County

Biddle Elementary—Renewal

Biddle School

K-8

Current Enrollment: 10

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

South Stacey Elementary—Renewal

South Stacey School

K-8

Current Enrollment: 6

Library Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Powell County

Avon Elementary—Renewal

Avon School

K-8

Current Enrollment: 22

Library Staffing: 0.0 Licensed FTE

Required: 0.09 (fewer than 125 students)

Staffing: 4.020 Licensed FTE

Standard: 10.55.709—Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Ravalli County

Hamilton K-12 Schools—Initial

Hamilton High School

9-12

Current Enrollment: 532

Library Staffing: 1.3 Licensed FTE

Required: 1.5 (501-1000 students)

Staffing: 39.950 Licensed FTE

Standards: 10.55.709—Library Media Services

1. Hamilton High School employs one full-time library media specialist and one full-time para-educator (who has earned a Para II standing within the district). This staff combo allows for constant coverage and availability of the media center to students before, during, and after school
2. School implements a program of teacher-librarian collaboration in regards to the Information Literacy Library Media Standard 10.55.1801, Information Technology Instruction, Reading Advocacy, and Information Management.
3. District's ongoing self-study has resulted in implementation of management tools designed to maintain a high standard of program success: review and submittal for state approval a Library Media Collection Development Policy, updated and submitted for board approval the district's Literacy and Library Media Curriculum, and approved a Professional Growth and Assessment Process which includes a library media specialist's strand.
4. Multiple measures of formative and summative assessments were presented.

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

Sanders County

Paradise Elementary—Renewal

Paradise School

K-8

Current Enrollment: 31

Guidance Staffing: 0.0 Licensed FTE

Required: 0.08 (fewer than 400 students)

Staffing: 3.567 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

The proposed alternative meets or exceeds current standard.

Recommend approval of the alternative standard request.

Plains Public Schools—Initial

Plains Elementary

K-6

Current Enrollment: 210

Guidance Staffing: 0.572 Licensed FTE

Required: 0.525 (fewer than 400 students)

Staffing: 18.956 Licensed FTE

Standard: 10.55.710—School Counseling Services

1. School District has allotted 1.1 FTE in school counseling staff as prorated on 434 total students. Of that 1.1 FTE, .5 FTE is prorated on 210 elementary students. The school district employs one full-time certified counseling specialist and is into the third year of working in cooperation with Alta Care's school-based program which provides intensive therapeutic services. Two mental health professionals (a licensed therapist and a mental health associate) are on staff whenever school is in session.
2. Curriculum will be expanded in 2011-12 to include two more staff members to create an elementary and high school program and will continue to use a certified teacher to assist in presenting our counseling curriculum to elementary students. Curriculum, adopted in 2010, will be taught under the supervision of school counselor.
3. A mission statement, measurable objectives, formative and summative measures were provided.

The proposed alternative meets or exceeds the standard.

Recommend approval of the alternative standard request.

Silver Bow County

Divide School—Renewal

Divide School

K-8

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Stillwater County

Fishtail Elementary—Renewal

Fishtail School

K-8

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Nye Elementary—Renewal

Nye School

K-6

Current Enrollment: 2

Library Staffing: 0.0 Licensed FTE

Required: 0.008 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.005 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standard.
Recommend approval of the alternative standard requests.**

Toole County

Galata Elementary—Renewal for School Counseling Services; Initial for Library Media Services

Galata School

K-8

Current Enrollment: 10

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.025 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Yellowstone County

Morin Elementary—Renewal

Morin School

K-6

Current Enrollment: 32

Library Staffing: 0.0 Licensed FTE

Required: 0.12 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.08 (fewer than 400 students)

Staffing: 4.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statement, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Disapprovals

Lake County

St Ignatius K-12 Schools—Initial

<u>St Ignatius K-12 Schools</u>	K-12	Current Enrollment: 488
Library Staffing: 1.0 Licensed FTE		Required: 1.0
Staffing: 47.020 Licensed FTE		

Standards: 10.55.709—Library Media Services

1. Currently, St Ignatius K-12 is compliant with rule 10.55.709.1 (b)—1 FTE for schools with 251-500 students. Last year they had over 500 students enrolled.
2. Staffing plan is to increase 1 FTE (certified library media specialist) and 1 FTE support staff member with .5 FTE certified public librarian to serve the stakeholders as outlined in 10.55.709 and delivery of standards in accordance with 10.55.1801.
3. The submitted alternative standards do not address specific description of plan, measurable objectives, formative and summative assessments, nor summaries of the evaluation data gathered during the previous agreement. Proposed alternative standard does not meet the requirements to deliver programming and focuses on FTE

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

Rosebud County

Birney Elementary—Renewal

<u>Birney School</u>	K-8	Current Enrollment: 8
Library Staffing: 0.0 Licensed FTE		Required: 0.06 (fewer than 125 students)
Guidance Staffing: 0.0 Licensed FTE		Required: 0.02 (fewer than 400 students)
Staffing: 1.0 Licensed FTE		

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

1. School will continue the services of outside counselor for 4 hours per month (2 visits of 2 hours each) in accordance with the rules and regulations of the district as adopted by the Birney School Board of Trustees.
2. Students will continue to travel approximately 20 miles to participate in Lame Deer's library program.
3. No letters of agreement with contracted services outside the district (MSSA) were attached to either one of the alternative requests.
4. The submitted alternative standards do not address specific description of plan, measurable objectives, formative and summative assessments, nor summaries of the evaluation data gathered during the previous agreement.

**The proposed alternatives do not meet or exceed the standards.
Recommend disapproval of the alternative standard requests.**

EXECUTIVE SUMMARY

DATE: MAY 2011

PRESENTATION: Alternative to Standards Requests

PRESENTER: Kelly Glass
Accreditation Unit Manager
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education the report of approval of Alternative to Standards requests. The state superintendent recommends approval of the report as presented. The report is attached.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Approve the recommendations of state Superintendent Denise Juneau of the Report of Initial Alternative to Standards requests



Alternative Standard Requests – Recommendations

May 13, 2011

The following 3 initial and 35 renewal alternative standard requests representing 16 districts and 23 schools have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Approvals

Beaverhead County

Grant Elementary—Renewal

Grant School

K-8

Current Enrollment: 11

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710 .4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Beaverhead County

Polaris Elementary—Renewal

Polaris School

K-8

Current Enrollment: 4

Library Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710 .4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Reichle Elementary—Renewal

Reichle School

K-8

Current Enrollment: 19

Library Staffing: 0.0 Licensed FTE

Required: 0.07 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.05 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.710.4—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Carter County

Hawks Home Elementary—Renewal

Hammond/Hawks Home

K-8

Current Enrollment: 4

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.01 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Cascade County

Deep Creek Elementary—Renewal

Deep Creek School

K-6

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.4—School Counseling Services

1. Mission statements, detailed descriptions of alternative plans, measurable objectives, formative and summative assessments, and summaries of evaluation data are provided for library media and guidance alternatives.
2. Letters of agreement with contracted services outside the district (Cascade Public Schools library and guidance counseling staff) are provided.

**The proposed alternatives meet or exceed the standards.
Recommend approval of the alternative standard requests.**

Flathead County

Creston Elementary—Renewal

Creston School

K-6

Current Enrollment: 84

Guidance Staffing: 0.0 Licensed FTE

Required: 0.21 (fewer than 400 students)

Staffing: 8.45 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Lincoln County

Fortine Elementary—Renewal

Fortine School

K-8

Current Enrollment: 68

Library Staffing: 0.0 Licensed FTE

Required: 0.272 (fewer than 125 students)

Staffing: 6.001 Licensed FTE

Standard: 10.55.709—Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

McCormick Elementary—Renewal

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

McCormick School

K-8

Current Enrollment: 22

Library Staffing: 0.0 Licensed FTE

Required: 0.09 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.06 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.1—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Yaak Elementary—Renewal

Yaak School

K-8

Current Enrollment: 8

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.1—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Madison County

Alder Elementary—Renewal

Alder School

K-8

Current Enrollment: 24

Guidance Staffing: 0.0 Licensed FTE

Required: 0.06 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Powder River County

Biddle Elementary—Renewal

Biddle School

K-8

Current Enrollment: 10

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

South Stacey Elementary—Renewal

South Stacey School

K-8

Current Enrollment: 6

Library Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Powell County

Avon Elementary—Renewal

Avon School

K-8

Current Enrollment: 22

Library Staffing: 0.0 Licensed FTE

Required: 0.09 (fewer than 125 students)

Staffing: 4.020 Licensed FTE

Standard: 10.55.709—Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

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

Ravalli County

Hamilton K-12 Schools—Initial

Hamilton High School

9-12

Current Enrollment: 532

Library Staffing: 1.3 Licensed FTE

Required: 1.5 (501-1000 students)

Staffing: 39.950 Licensed FTE

Standards: 10.55.709—Library Media Services

1. Hamilton High School employs one full-time library media specialist and one full-time para-educator (who has earned a Para II standing within the district). This staff combo allows for constant coverage and availability of the media center to students before, during, and after school
2. School implements a program of teacher-librarian collaboration in regards to the Information Literacy Library Media Standard 10.55.1801, Information Technology Instruction, Reading Advocacy, and Information Management.
3. District's ongoing self-study has resulted in implementation of management tools designed to maintain a high standard of program success: review and submittal for state approval a Library Media Collection Development Policy, updated and submitted for board approval the district's Literacy and Library Media Curriculum, and approved a Professional Growth and Assessment Process which includes a library media specialist's strand.
4. Multiple measures of formative and summative assessments were presented.

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

Sanders County

Paradise Elementary—Renewal

Paradise School

K-8

Current Enrollment: 31

Guidance Staffing: 0.0 Licensed FTE

Required: 0.08 (fewer than 400 students)

Staffing: 3.567 Licensed FTE

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district has also provided the necessary mission statement, description of the alternative and summative measure to be used.

The proposed alternative meets or exceeds current standard.

Recommend approval of the alternative standard request.

Plains Public Schools—Initial

Plains Elementary

K-6

Current Enrollment: 210

Guidance Staffing: 0.572 Licensed FTE

Required: 0.525 (fewer than 400 students)

Staffing: 18.956 Licensed FTE

Standard: 10.55.710—School Counseling Services

1. School District has allotted 1.1 FTE in school counseling staff as prorated on 434 total students. Of that 1.1 FTE, .5 FTE is prorated on 210 elementary students. The school district employs one full-time certified counseling specialist and is into the third year of working in cooperation with Alta Care's school-based program which provides intensive therapeutic services. Two mental health professionals (a licensed therapist and a mental health associate) are on staff whenever school is in session.
2. Curriculum will be expanded in 2011-12 to include two more staff members to create an elementary and high school program and will continue to use a certified teacher to assist in presenting our counseling curriculum to elementary students. Curriculum, adopted in 2010, will be taught under the supervision of school counselor.
3. A mission statement, measurable objectives, formative and summative measures were provided.

The proposed alternative meets or exceeds the standard.

Recommend approval of the alternative standard request.

Silver Bow County

Divide School—Renewal

Divide School

K-8

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Stillwater County

Fishtail Elementary—Renewal

Fishtail School

K-8

Current Enrollment: 7

Library Staffing: 0.0 Licensed FTE

Required: 0.03 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.02 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Nye Elementary—Renewal

Nye School

K-6

Current Enrollment: 2

Library Staffing: 0.0 Licensed FTE

Required: 0.008 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.005 (fewer than 400 students)

Staffing: 1.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710.3—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standard.
Recommend approval of the alternative standard requests.**

Toole County

Galata Elementary—Renewal for School Counseling Services; Initial for Library Media Services

Galata School

K-8

Current Enrollment: 10

Library Staffing: 0.0 Licensed FTE

Required: 0.04 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.025 (fewer than 400 students)

Staffing: 2.0 Licensed FTE

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Yellowstone County

Morin Elementary—Renewal

Morin School

K-6

Current Enrollment: 32

Library Staffing: 0.0 Licensed FTE

Required: 0.12 (fewer than 125 students)

Guidance Staffing: 0.0 Licensed FTE

Required: 0.08 (fewer than 400 students)

Staffing: 4.0 Licensed FTE

Standard: 10.55.709.2—Library Media Services

Standard: 10.55.710—School Counseling Services

The district will be using the MSSA model for these alternative standards. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statement, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.
Recommend approval of the alternative standard requests.**

Disapprovals

Lake County

St Ignatius K-12 Schools—Initial

<u>St Ignatius K-12 Schools</u>	K-12	Current Enrollment: 488
Library Staffing: 1.0 Licensed FTE		Required: 1.0
Staffing: 47.020 Licensed FTE		

Standards: 10.55.709—Library Media Services

1. Currently, St Ignatius K-12 is compliant with rule 10.55.709.1 (b)—1 FTE for schools with 251-500 students. Last year they had over 500 students enrolled.
2. Staffing plan is to increase 1 FTE (certified library media specialist) and 1 FTE support staff member with .5 FTE certified public librarian to serve the stakeholders as outlined in 10.55.709 and delivery of standards in accordance with 10.55.1801.
3. The submitted alternative standards do not address specific description of plan, measurable objectives, formative and summative assessments, nor summaries of the evaluation data gathered during the previous agreement. Proposed alternative standard does not meet the requirements to deliver programming and focuses on FTE

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

Rosebud County

Birney Elementary—Renewal

<u>Birney School</u>	K-8	Current Enrollment: 8
Library Staffing: 0.0 Licensed FTE		Required: 0.06 (fewer than 125 students)
Guidance Staffing: 0.0 Licensed FTE		Required: 0.02 (fewer than 400 students)
Staffing: 1.0 Licensed FTE		

Standard: 10.55.709—Library Media Services

Standard: 10.55.710—School Counseling Services

1. School will continue the services of outside counselor for 4 hours per month (2 visits of 2 hours each) in accordance with the rules and regulations of the district as adopted by the Birney School Board of Trustees.
2. Students will continue to travel approximately 20 miles to participate in Lame Deer's library program.
3. No letters of agreement with contracted services outside the district (MSSA) were attached to either one of the alternative requests.
4. The submitted alternative standards do not address specific description of plan, measurable objectives, formative and summative assessments, nor summaries of the evaluation data gathered during the previous agreement.

**The proposed alternatives do not meet or exceed the standards.
Recommend disapproval of the alternative standard requests.**

EXECUTIVE SUMMARY

DATE: MAY 2011

- PRESENTATION:** Report on Improvement Plans Submitted by Schools Receiving Advice or Deficiency Accreditation Status for the 2009-10 School Year - Update
- PRESENTER:** Kelly Glass
Accreditation Unit Manager
Office of Public Instruction
- OVERVIEW:** It is the intent to provide to the Board of Public Education an update report on the improvement plans required of schools that received either Advice or Deficiency accreditation status for the 2009-10 school year. This update report verifies the current status of those plans following a review of the 2010 Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also includes comments and recommendations for certain school corrective plans that the state superintendent has determined to be incomplete, or not adequate to address the deviations that led to the Advice or Deficiency status determination.
- REQUESTED DECISION(S):** Approve the state superintendent's report
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

Update of Corrective Plans Submitted by Schools Receiving Advice or Deficiency Status for 2009-2010

Color Key: Black – General Deviation Comments
 Red – Significant and/or On-going Deviation Issues
 Blue – OPI Comment/Recommendations (Previous)
 Green – OPI Comment/Recommendations (Current)

CASCADE COUNTY

Montana School for the Deaf and Blind Elementary: SY 2009-10 Advice Status

10.55.708 Two teachers are assigned to teach Special Education with an Elementary Education endorsement. Teacher is assigned to teach Special Education with secondary license in biology and health and PE.

2009-10 Response:

OPI Review/Recommendation – 12/10 – Recommend disapproval of corrective plan.

OPI Review/Recommendation – 04/11 – Recommend disapproval of corrective plan. School does not provide information on how the misassigned teacher deviation will be corrected but contends the teacher will retire in five years. Recommend school be placed in Intensive Assistance.

Montana School for the Deaf and Blind Elementary High School: SY 2009-10 Advice Status

10.55.708 Two teachers are assigned to teach Special Education with an Elementary Education endorsement.

2009-10 Response:

OPI Review/Recommendation – 12/10 – Recommend disapproval of corrective plan.

OPI Review/Recommendation – 04/11 – Recommend disapproval of corrective plan. School does not provide information on how the misassigned teacher deviation will be corrected but contends the teacher will retire in five years. Recommend school be placed in Intensive Assistance.

FERGUS COUNTY

Grass Range Public School

Grass Range School: SY 2009-2010 Regular with Deficiency Status

10.55.707 Teacher is teaching Music and is endorsed in Elementary Curriculum.

2009-2010 Response: School and teacher are working on obtaining a Class 5 for the teacher. District attempted to share a music teacher with neighboring school but the situation did not work out.

OPI Review/Recommendations – 12/10 – Recommend denial of plan. Teacher did not obtain Class 5 Alternative license.

OPI Review/Recommendations – 04/11 – District superintendent submitted a plan of correction for the music position:

Class 5 Alternative License

Our music teacher is in the process of applying for graduate school to earn a Masters of Music with the music education option.

Our music teacher should have 6 credits by the end of the summer of 2011 and will then apply for the Class 5 Alternative license.

Our music teacher should complete the graduate program and be ready for full licensure by the fall of 2013.

Montana Digital Academy

If the music endorsement option does not work as planned, the school will offer MTDA's Digital Photography class as a fine art.

To date, the district continues to struggle with finding a properly endorsed teacher for music or a program to assist the teacher in completing her endorsement in music through online learning. Monitor in the 2011 ADC.

FLATHEAD COUNTY

Columbia Falls High School: SY 2009-2010 Deficiency Status

10.55.707 Teacher was unlicensed in this school year.

10.55.709.1 1.5 Fte Library services required for an enrollment of 782. Second Occurrence.

2009-2010 Response: It is acknowledged that teacher was issued a license on 2/1/2010. District cut the Library position due to a budget shortfall and do not plan to replace the Library FTE.

OPI Review/Recommendation – 12/10 – Recommend approval of plan of teacher licensure. Disapprove plan regarding 10.55.709.1. lack of FTE for Library.

OPI Review/Recommendation – 04/11 – Recommend disapproval of plan of 10.55.709.1 lack of FTE for Library. District contends that they do not have the funding to hire the required Library FTE. Recommend school be place in Intensive Assistance.

GALATIN COUNTY

Belgrade Public Schools

Heck/Quaw Elementary: SY 2009-2010 Advice Status

10.55.709 Insufficient library services. 1.5 FTE librarian is required for enrollment of 512. Second Occurrence.

2009-2010 Response: School requests to utilize support staff to replace library FTE. District submitted an Alternative Standard addressing such proposal. Alternative Standard is recommended for disapproval based on the replacement of FTE with support staff.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Alternative standard was received but is recommended for disapproval.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. A detailed plan was received from the superintendent regarding how each deviation would be corrected. Monitor in the ADC 2011.

Belgrade Intermediate: SY 2009-2010 Advice Status

10.55.709 Insufficient library services. 1.5 FTE librarian is required for enrollment of 695. Second Occurrence.

2009-2010 Response: School requests to utilize support staff to replace library FTE. District submitted an Alternative Standard addressing such proposal. Alternative Standard is recommended for disapproval based on the replacement of FTE with support staff.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Alternative standard was received but is recommended for disapproval.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. A detailed plan was received from the superintendent regarding how each deviation would be corrected. Monitor in the ADC 2011.

HILL COUNTY

Havre Public Schools

Havre High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach General Social Science and is endorsed in History and Physical Education and Health. First Occurrence.

10.55.708 1.5 FTE are required for an enrollment of 569 for Library Services. First Occurrence.

2009-2010 Response: The teacher will no longer teach General Social Science course. .5 FTE Librarian will be added for the 2010-2011 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan misassigned teacher. Recommend disapproval of 10.55.708 plan - plan not accomplished.

OPI Review/Recommendation – 04/11 – Recommend monitoring through Fall ADC.

JUDITH BASIN COUNTY

Hobson High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach Art and is endorsed in English, German and Psychology. Second Occurrence.

2009-2010 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher. District states they now have a teacher completing her student teaching under the misassigned teacher and will compete Fall 2010.

OPI Review/Recommendation – 12/10 – Recommend disapproval of the plan – will continue to monitor. Require update of plan by May 2011 BPE meeting.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. District has provided all necessary documentation. Continue to monitor progress of teacher licensure.

MADISON COUNTY

Harrison K-12 Schools

Harrison High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Earth Science and Physics and is endorsed in Biology and Chemistry. Second occurrence.

2009-2010 Response: District stated that teacher certification would be completed during the 2010-2011 SY.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Request additional information for the May 2011 BPE regarding timeline and enrollment information.

OPI Review/Recommendation – 04/11 – Recommend approval of plan and continue to monitor teacher licensure. Documentation received.

PHILLIPS COUNTY

Dodson Public Schools

Dodson School and 7-8: SY 2009-2010 Advice Status

10.55.710 Teacher is not endorsed in School Counseling. First occurrence.

2009-2010 Response: Superintendent states that the school has advertised this position and continues to struggle with obtaining a certified counselor.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Request update from district by May 2011 BPE Meeting.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. Continue monitoring of teacher licensure and basic program offerings.

Dodson High School: SY 2009-2010 Advice Status

10.55.710 No counseling services for enrollment of 18. First occurrence.

2009-2010 Response: Superintendent states that the school has advertised this position and continues to struggle with obtaining a certified counselor.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Request update from district by May 2011 BPE Meeting.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. Continue monitoring of teacher licensure and basic program offerings.

POWELL COUNTY

Deer Lodge Elementary

Deer Lodge Elementary: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Reading and is elementary and secondary endorsed in Biology and Art. Teacher is teaching Reading and is endorsed in Speech Communication and Music. Second occurrence.

2009-2010 Response: Both teachers will be retiring at the end of the 2010-2011 SY. District is aware that they will have a deviation again for the 2011-2012 SY .

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Monitor.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. Teachers will be retiring and district will hire teachers properly assigned.

SANDERS COUNTY

Plains High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Spanish and is elementary licensed. First Occurrence.

2009-2010 Response: Teacher is completing coursework for Spanish certification and will hopefully be placed in the internship program.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Plan not accomplished. Request additional information by the May 2011 BPE meeting.

OPI Review/Recommendation – 04/11 – The district has non-renewed the teacher and have advertised for a properly licensed and endorsed teacher. Recommend approval of plan.

STILLWATER COUNTY

Absarokee High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Physics and Earth Science and is endorsed in Biology and Chemistry. Second Occurrence.

2009-2010 Response: Teacher reports that all coursework is completed and will apply for the appropriate endorsement.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. As of the December 1 cutoff date, teacher was still not endorsed.

OPI Review/Recommendation – 04/11 – Recommend approval of plan. All documentation needed for correction of the teacher endorsement.

VALLEY COUNTY

Glasgow High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Math and is endorsed in Chemistry and Biology. Teacher is teaching Math and is endorsed in Chemistry and Biology. Teacher is teaching Special Education and is endorsed in Speech Communication. First Occurrence.

2009-2010 Response: Mathematics teacher now has Class 5 provisional certificate. Language arts teacher is enrolled in OPI Internship. Special education teacher has Class 5 provisional.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan – monitor licensure of teachers. Request additional information from the district regarding timelines and program information.

OPI Review/Recommendation - Timeline and program information received from the district. Continue to monitor licensure.

PRELIMINARY AGENDA ITEMS

July 13-15, 2011

Helena, MT

- Strategic Meeting – Review Bylaws and Operational Rules
- CSPAC/BPE Joint Meeting
- Annual CSPAC Report
- MACIE Update
- Annual GED Report
- Special Education Report
- Assessment Update
- Federal Update
- Continuous School Improvement Plan Report
- Accreditation Report
- Establish Executive Salaries