

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

February 17-18, 2011

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

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

CALL TO ORDER

- A. Pledge of Allegiance
- B. Welcome Lila Taylor and Doug Cordier
- C. Roll Call
- D. Statement of Public Participation
- E. Welcome Visitors

PUBLIC COMMENT

CONSENT AGENDA

- A. Correspondence
- B. December 2-3, 2010 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
Peter Donovan

❖ REPORTS – Patty Myers (Items 4-7)

Item 4	STATE SUPERINTENDENT'S REPORT
	MACIE NOMINATION (ACTION)
	State Superintendent Denise Juneau
Item 5	COMMISSIONER OF HIGHER EDUCATION'S REPORT
	Commissioner Sheila Stearns
Item 6	GOVERNOR'S OFFICE REPORT
	Dan Villa
Item 7	STUDENT REPRESENTATIVE'S REPORT
	Tim Seery

DISCUSSION

	❖ MACIE LIAISON – Cal Gilbert (Item 8)
Item 8	MACIE REPORT Norma Bixby
	❖ ACCREDITATION COMMITTEE – John Edwards (Item 9)
Item 9	CHAPTER 55 TASK FORCE PROGRESS UPDATE Patty Myers and Dennis Parman
	❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 10)
Item 10	COMMON CORE STATE STANDARDS Nancy Coopersmith and Kristine Goyins
	❖ LICENSURE COMMITTEE – Sharon Carroll (Items 11-12)
Item 11	EDUCATOR LICENSE REVOCATION AND SURRENDER 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.

Item 12	ACTION REGARDING BPE DENIAL CASE #2009-05 (CLOSED) Steve Meloy and Pam Collins
	❖ ACCREDITATION COMMITTEE – John Edwards (Items 13-17)
Item 13	2010-2011 FINAL ACCREDITATION RECOMMENDATIONS FOR ALL SCHOOLS Kelly Glass

Item 14 ALTERNATIVE TO STANDARDS REQUESTS
Kelly Glass

February 18, 2011 – Friday
8:30 AM

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

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

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

❖ LICENSURE COMMITTEE – Sharon Carroll (Items 18-21)

**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**

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

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

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

DISCUSSION

❖ MSDB LIAISON – Patty Myers (Item 22)

Item 22 MSDB COMMITTEE MEETING REPORT
Steve Gettel

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

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.

Will, Carol

From: Meloy, Steve
Sent: Tuesday, February 01, 2011 8:44 AM
To: Will, Carol
Subject: FW: testimony

From: Juneau, Denise
Sent: Monday, January 31, 2011 3:49 PM
To: Meloy, Steve
Cc: Patty Myers; Quinlan, Madalyn; Parman, Dennis
Subject: testimony

Steve,

Thank you for our opposition to HJ7 today.

However, will you please stop saying that "OPI is attached to the BPE administratively" during your testimony? I have heard you make this statement at least three times. I think it is better to say that we work with you – or even that the BPE adopts rules and the OPI implements those rules.

It is dangerous to connect us – being "attached administratively" makes it sound like you – or even better, I – oversee both entities. ☺ It is a good idea to keep our constitutional roles this session, particularly with so many new legislators who don't understand our public education system.

Thanks.

Denise Juneau
State Superintendent of Public Instruction
Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620
(406) 444-5658



State of Montana



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

Board of Public Education

January 28, 2011

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

Doug Cordier
1930 Tamarack Lane
Columbia Falls, MT 59912

Dear Doug,

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

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

The next Board of Public Education meeting will be held at the Hampton Inn, Montana Room, Helena, MT on February 17-18, 2011 beginning at 8:30 AM. A hotel room has been reserved for you at the Hampton Inn, 725 Carter Drive, Helena, MT for the nights of Wednesday, February 16 and Thursday, February 17, 2011. Your confirmation number is 84942088. Please call the Hampton Inn at (406)443-5800 to confirm/disconfirm your room with your own credit card upon receipt of this letter. The Board will reimburse you for mileage, lodging, and meals. An orientation manual is included for you to peruse at your convenience that may answer and foster some questions. You will be receiving an electronic agenda packet the first week of February for the upcoming meeting. Please feel free to contact me with any questions.

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

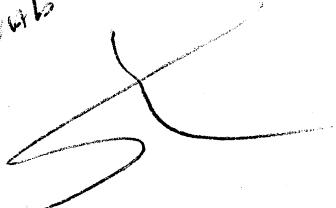
Sincerely,

Steve Meloy
Executive Secretary

Cc: Governor Brian Schweitzer
Patty Myers, BPE Chair

Encl.

Doug for this
meeting for this
acceptance!
a valuable
you will bring
a valuable perspective



State of Montana



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January 28, 2011

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Columbia Falls

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Lila Taylor

HC 42 Box 595
Busby, MT 59016

Dear Lila,

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

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

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

Sincerely,

Steve Meloy
Executive Secretary

Cc: Governor Brian Schweitzer
Patty Myers, BPE Chair

Encl.

Woo!
Thangs fa to wing!
We're on it!
We are fa down!
We are fa down!
To

State of Montana



PO Box 200601
Helena, Montana 59620-0601
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Board of Public Education

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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

January 25, 2011

Janet Baum
BCEA-Billings Classified Employees Association
510 North 29th Street, Billings, MT 59101

Dear Ms. Baum,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Education Support Specialist of the Year by MEA-MFT. Your continued commitment to your school and the Billings community is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman

State of Montana



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Board of Public Education

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Billings

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Great Falls

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

January 25, 2011

Paul Andersen
Bozeman High School
205 N 11th Ave
Bozeman, MT 59715

Dear Mr. Andersen,

On behalf of the Board of Public Education, I would like to congratulate you on being named one of the four finalists in the National Teacher of the Year Program by the Council of Chief State School Officers. This is an outstanding achievement, one that will certainly help define your career as an educator.

The state of Montana is fortunate to be able to claim one of the national finalists as its own. Once again, thank you for your dedication to education, the students of your school and 21st century learning.

Sincerely,

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

Patty Myers
Chairwoman

State of Montana



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Helena, Montana 59620-0601
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Board of Public Education

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Great Falls

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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

January 25, 2011

Bozeman School District #7
PO Box 520
Bozeman, MT 59771

To the Bozeman School Board:

On behalf of the Board of Public Education, I would like to congratulate you on being named the recipient of the 2010 Outstanding School Board in Montana Award given by the Montana Association of School Superintendents. Your continued commitment to the Bozeman Public School District and the community of Bozeman is very much appreciated.

The policies you have adopted and the improvements you have made to the school district have made a positive impact on both the educators and students of your school. Thank you.

Sincerely,

Patty Myers
Chairwoman

State of Montana



PO Box 200601
Helena, Montana 59620-0601
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Board of Public Education

BOARD MEMBERS

January 25, 2011

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Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Cal Gilbert
Great Falls

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Doug Reisig, Superintendent
Hellgate Elementary
2385 Flynn Lane
Missoula, MT 59808

Dear Dr. *Doug*,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2010 recipient of the G.V. Erickson Award by the School Administrators of Montana. Your continued commitment to the Hellgate Elementary School District is very much appreciated.

The commitment you have to your professional community and the education community is apparent in all the efforts you have made. The work you have done over the years for both Montana students, and students from across the nation, has aided in the education of children from all backgrounds.

Sincerely,

Patty

Patty Myers
Chairwoman

State of Montana



PO Box 200601
Helena, Montana 59620-0601
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www.bpe.mt.gov

Board of Public Education

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Great Falls

Sharon Carroll - Vice Chair
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Missoula

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Great Falls

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Lakeside

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Billings

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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

January 25, 2011

Kirk Miller, Superintendent
Bozeman Public Schools
PO Box 520
Bozeman, MT 59771

Kirk Miller
Dear Dr. Miller,

On behalf of the Board of Public Education, I would like to congratulate you and your Board on being named the recipients of the Montana School Board Association's 2010 School & Community Service Awards. Your continued commitment to the Bozeman Public School District and the community of Bozeman is very much appreciated.

The commitment you have to your professional community and the education community is apparent in all the efforts you have made. The work you have done over the years for both Montana students, and students from across the nation, has aided in the education of children from all backgrounds.

Sincerely,

Patty Myers
Chairwoman

State of Montana



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

Board of Public Education

January 14, 2011

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Cal Gilbert
Great Falls

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Roy Hollandsworth, Chair
Joint Subcommittee on Education
PO Box 201706
Helena, MT 59620

Dear Representative Hollandsworth and Committee:

The Legislative Fiscal Division, in its budget analysis for the 2013 Biennium, suggests an option to increase the fees for teacher and specialist certificates to mitigate a structural imbalance. The Board of Public Education in the past few biennia has utilized the Special Revenue Fund because of General Fund budget reductions. The current drawdown of the Special Revenue fund has been caused by the overuse of the fund to meet the Board of Public Education's constitutional responsibilities.

The Board is requesting and strongly encourages an increase in General Fund support as represented in the Executive Budget. Further, the Board feels that to balance the Board's budget primarily on teacher fees is not in its best interest and most certainly believes that its budget is a General Fund responsibility since public education is, indeed, a public enterprise.

Sincerely,

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

Patty Myers, Chair
Board of Public Education

Cc: Dan Villa, Education Policy Advisory

Will, Carol

From: Meloy, Steve
Sent: Monday, January 10, 2011 11:35 AM
To: 'Jeff Anderson'
Cc: Will, Carol
Subject: RE: Teacher License Fees

Jeff,

Thank you for your correspondence. The \$4.00 of the \$6.00 you pay comes almost 40% short of funding the Certification Standards and Practices Advisory Council. We have put off addressing more revenue from fees for their operation by utilizing the \$2.00 of the \$6.00 you pay which historically was set up to fund "research" projects. Once again we are trying to keep the accounts solvent by quitting the "draw down" of the special revenue to help offset increasing operating costs by asking this legislature for more appropriation from the general fund. Once again we are not asking for an increase of teacher fees. The issue of fees was placed before the legislature by the analyst for the Legislative Services Division...not the Board. We will oppose any attempt to raise fees simply to offset general fund responsibility. As you see in the papers, our request for any increase will be a difficult one with this session. My quote in the paper was an honest answer to a question asked by a legislator.

Hope this helps. Thanks for taking the time to write.

Steve

From: Jeff Anderson [mailto:jeff_anderson2002@hotmail.com]
Sent: Sunday, January 09, 2011 12:18 PM
To: Meloy, Steve
Subject: Teacher License Fees

Dear Mr. Meloy,

In regards to increasing teacher license fees:

In the Montana Watchdog report you were quoted as saying: "Montana teacher fees are "dramatically" lower than other states, and told lawmakers, "Our teacher fees are the lowest in the nation." I would like to respectfully state that Montana's average teaching salary is also the 4th lowest in the Nation. Shouldn't low teacher pay also mean low teacher license fees?

Sincerely,
Jeff Anderson
28 Park Ave
Whitefish, Mt.

- Montana Watchdog - <http://montana.watchdog.org> -

Teacher license fees examined

Posted By [Michael Noyes](#) On January 7, 2011 @ 2:06 pm In [Featured](#) | [No Comments](#)

BY MICHAEL NOYES

HELENA – A Republican House member says he will bring up teacher fees for review in the education subcommittee after testimony by a Board of Public Education official pointed out Montana's fees are the "lowest in the nation."

Roy Hollandsworth, of Brady, made his comments after a Joint Subcommittee on Education hearing Friday morning where lawmakers learned teacher fees haven't been raised since 1991.

"I didn't realize they were that low for that long," Hollandsworth told MontanaWatchdog.org.

The teacher fee for a license in the state is \$6 per year, or \$30 every five years, according to **Steve Meloy**, executive secretary of the state Board of Education. In Wyoming the teacher fee is \$200 every five years, and \$100 every five years in Oregon, according to Meloy.

The issue was raised during testimony by Meloy regarding that organization's request for a 1.26 percent increase, or \$10,040 more, for the 2013 biennium **Board of Public Education** budget. The Board's total request for the two-year period is \$807,644, according to Meloy.

During his remarks, Meloy said Montana teacher fees are "dramatically" lower than other states, and told lawmakers, "Our teacher fees are the lowest in the nation."

Meloy asked legislators for a fund swap that would provide additional general fund money. He said in recent years the Board had used about \$15,000 each year from teacher fees designated for specific expenses to make up a budget shortfall.

"If we continue to spend the way we are, we are going to deplete our cash reserves," Meloy said.

Eric Feaver, president of the MEA-MFT, the state's largest public employees union, said he would oppose any move to increase the fees. There are around 11,000 to 12,000 licensed teachers in Montana classrooms, and around 25,000 who hold a license, according to Feaver.

"That's interesting, in the no-tax legislature that we would propose a tax on teachers," Feaver said.

Feaver said if lawmakers are looking to give residents relief, perhaps they should look at lowering the fee.

"Maybe the fee ought to be \$4 instead of \$6," he said.

Sen. **Bob Hawks**, of D-Bozeman, said he is waiting to see all of the financial information but believes an increase could be needed.

"I think probably that increase will have to be part of the package," Hawks said. "Probably that's going to have to be in the discussion."

Meloy said he would not support an increase in teacher fees to cover existing expenses.

"We'd like to raise (teacher fees) to be more proactive," Meloy said. "They want to use the fees just to cover operating costs, and I don't think that's right."

Meloy asked lawmakers to use general fund money to make up the Board costs that have been funded by the teacher fees.

Feaver said those expenses are a general fund obligation.

"I don't believe a tax on teachers right now is the way to generate more money," he said.

Of the \$6 fee, Meloy said \$4 goes to support the Certification Standards and Practices Advisory Council, composed of seven board members and two staff members. He said that group advises the Board of Public Education on all matters involving teacher licensure.

Two dollars of the fee goes to a research fund, according to Meloy. Around 2005, Meloy said officials began using research funds to make up the shortfall.

Meloy told lawmakers that at the current rate of spending, the fund, which currently has around \$92,000 in reserve, would run out of money by 2015.

Article printed from Montana Watchdog: <http://montana.watchdog.org>

URL to article: <http://montana.watchdog.org/2011/01/07/teacher-license-fees-to-be-examined/>

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- Montana Watchdog - <http://montana.watchdog.org> -

Education official tells panel that laws may overstep boundaries

Posted By Michael Noyes On January 6, 2011 @ 2:39 pm In News | No Comments

By MICHAEL NOYES

HELENA – During a Joint Subcommittee on Education hearing at the capitol on Thursday morning a state **Board of Public Education** official urged lawmakers to consider whether pending legislation might encroach on the Board's duties.

Steve Meloy, executive secretary of the state Board of Education, said a number of bills are planned that the board might be better equipped to handle.

"We're asking you to give us the opportunity to deal with (these issues)," Meloy said.

Specifically, he highlighted a previous legislative session that considered a law regarding bullying in schools. The Board of Education subsequently required every district to have a bullying policy and there is now a recommended policy that districts may adopt.

"We think that has had a fairly significant effect," he said.

Lawmakers expressed differing opinions on Meloy's remarks.

House Democrat Rep. **Bryce Bennett**, of Missoula, said he plans to judge specific legislation on its own merits.

"It's got to be a partnership," he said. "The Legislature has a role in that ... At the end of the day we want to find ways to work with the board."

Fellow Democrat, Sen. **Bob Hawks** of Bozeman, said he agreed with Meloy.

"We have local control in our schools ... It's something that needs to be said."

During a break in the testimony, Meloy said so far there appears to be more bills than usual aimed at directing school boards on certain issues. He gave a bill that would require more civic education as an example.

"(Those things are) something the board could accomplish," he said. "Our ability to write law for the K through 12 system is embedded in the Constitution."

Republican House Member **Bob Wagner** of Harrison disagreed.

"(The Board) can make policies. They can't make laws," Wagner said after retrieving a copy of the state Constitution. "That would be ludicrous for him to say they make laws. They make policy."

Meloy said the writers of the state Constitution, "wanted a firewall between the legislature (and the board.)"

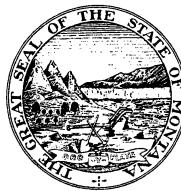
Article printed from Montana Watchdog: <http://montana.watchdog.org>

URL to article: <http://montana.watchdog.org/2011/01/06/education-official-tells-panel-that-laws-may-overstep-boundaries/>

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OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

January 11, 2011

Gisele Forrest
1906 S 3rd W #51
Missoula, Montana 59801

RECEIVED
JAN 18 2011
BOARD OF PUBLIC EDUCATION

Dear Gisele:

I accept with regret your resignation from the Board of Public Education. I certainly understand that your previous commitments take the bulk of your time and attention.

You are to be commended for your commitment to providing the best education and opportunities for students and American Indians in Missoula. You do important work that will bring lasting benefits to all who come your way.

Thank you again, and I hope we have an opportunity to work together again soon.

Sincerely,

A handwritten signature in black ink, appearing to read "B.S." followed by a stylized surname.
BRIAN SCHWEITZER
Governor

Copy to: Board of Public Education

Meloy, Steve

From: Meloy, Steve
Sent: Friday, January 07, 2011 4:24 PM
To: 'Gisele Forrest'
Cc: Will, Carol
Subject: RE: BPE

Gisele:

It was good to get to know you. On behalf of our staff we wish you the best of luck in all your endeavors. I'm sure our paths will cross again.

Thanks,

Steve

From: Gisele Forrest [mailto:gforrest@mcps.k12.mt.us]
Sent: Friday, January 07, 2011 3:22 PM
To: Will, Carol; Patty Myers; scarroll@middrivers.com; John Edwards; ewilliams@youthhomes.com; Cal Gilbert; bernard003@centurytel.net; Timothy Seery
Cc: Meloy, Steve; Donovan, Pete
Subject: BPE

Hello all,

Attached you will find my letter of resignation. I wish you all the best of luck in your future endeavors.

Pinamiya,
Gisele

January 7, 2011

**Governor Brian D. Schweitzer
Office of the Governor
Montana State Capitol Bldg.
P.O. Box 200801
Helena MT 59620-0801**

Governor Schweitzer:

After much consideration I have decided to submit my resignation from the Montana State Board of Public Education. I am extremely committed to my duties to the American Indian population of Missoula. Much of my time needs to be spent providing services and educational activities to the people of Missoula County Public Schools. I serve on many committees, task forces, and organizations. I feel my time on serving the American Indians of Missoula is of the utmost importance. Adding the additional board appointment of the Board of Public Education is too much of a strain on my schedule.

Thank you for the honor of serving the State of Montana, and I wish the Board of Public Education members the best in their future endeavors.

Sincerely,

Gisele Forrest

*Received
1/7/2011*

State of Montana



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

Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Cal Gilbert
Great Falls

Bernie Olson
Lakeside

John Edwards
Billings

Gisele Forrest
Missoula

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

December 8, 2010

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,


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)			

Will, Carol

From: Meloy, Steve
Sent: Friday, December 17, 2010 3:28 PM
To: Will, Carol
Subject: FW: Seat Belts in Buses

Importance: Low

From: Mougeot, Maxine
Sent: Friday, December 17, 2010 2:59 PM
To: 'John Edwards'
Cc: Meloy, Steve; 'pmyersbpe@bresnan.net'; Parman, Dennis
Subject: RE: Seat Belts in Buses
Importance: Low

Hi John,

First, I have to tell you that I am retiring on the 29th of December. This is my last ditch effort to help you understand my fear. Please know that this is only my opinion.

The states with seat belt laws for school buses are New York, California, Texas, Louisiana, New Jersey and Florida. Texas and Louisiana are contingent upon funding, which so far they have not funded it. California is buying new belted buses each time they replace a bus and they make the kids wear the belts. New York and New Jersey, have just lap belts. It will take a good 20 years to replace all of the buses. This web site is <http://www.cga.ct.gov/2010/rpt/2010-R-0055.htm>. When I click the link, it goes right there.

My personal feeling is that this is a multi-multi-billion dollar industry and people like to sue. If it were safer to have belts on the bus, they would already be there. I have spent nearly 11 years listening carefully to the debate. Every transportation person I have met knows how precious our children are. Most have had or do have children that ride the bus. No safer vehicle is on the road today. Every waking thought is about making it safer. The feds are doing studies, writing new rules, and spending lots of money to make vehicles safer and no where do they ever suggest that we put belts in buses except the small ones that are in the impact zone. It is not because they don't care. We all care.

A lot of kids are run over outside the bus, people driving through the reds, passing the bus on the right side instead of the left, actually being hit by their own bus in the danger zone and then of course there are kids who unexpectedly running out into traffic. We need to change this debate from seat belts to actually finding positive solutions to keep those kids safe before and after they ride the bus. A lot of kids are killed in the loading zone each year and unless we have a catastrophic accident, normally we could lose 2 or 3 children each year inside school buses. Most likely the bus where children die would be one of those transports that we talked about at the BPE meeting. No one ever talks about that. There are no statistics to tell us that these children wouldn't die anyway if they were belted in – especially in the transports. We are pretty sure about one child in Montana last year and I am the first to admit that she might be alive today if she were buckled in... It is humbling.

I personally strongly believe that if you take Larry Woodring's bus (Townsend) with 80 elementary kids on it and you need to evacuate those children in a hurry, you could do it in 90 seconds. They train, they practice – twice a year, year after year in the school yard. Now take that same bus – add lap/shoulder belts and then the element of fire or water. The kids closest to the emergency doors might have a pretty good chance of getting out but what about the little ones that would hide or not be able to open the buckle because of fear. Remember the accident that I told you about in Circle. The driver was the only person on the bus and she could not get out. She was buckled in – and she should be -

but she died in the fire. If she would have had kids on that bus, with belts, how many would make it out. We will never know – thank God.

From our point of view – mine and the bus drivers, contractors, transportation directors – we need to resolve the issue of how to get the kids out safely. It does keep us awake at night.

Merry Christmas.

Maxine

From: John Edwards [mailto:John.Edwards@edwardslawfirm.org]

Sent: Thursday, December 16, 2010 8:58 AM

To: Mougeot, Maxine

Cc: Meloy, Steve; pmyersbpe@bresnan.net; Parman, Dennis

Subject: RE: Seat Belts in Buses

Maxine,

Thanks for the email – unfortunately this link is unavailable.

Once you get the new standards completed please feel free to give me whatever information you have. Also, in regard to any bias, please give me whatever facts are available. Further, when you have some time I would be interested in your bias and what your own slant on the subject is.

Thanks for your time and have a wonderful holiday.

From: Mougeot, Maxine [mailto:mmougeot@mt.gov]

Sent: Tuesday, December 07, 2010 10:54 AM

To: John Edwards

Cc: Meloy, Steve; 'pmyersbpe@bresnan.net'; Parman, Dennis

Subject: Seat Belts in Buses

Importance: Low

Good Morning John,

Here is a link to a document that will give you detailed information about the states that have seat belts:

<http://www.cga.ct.gov/2010/rpt/2010-R-055.htm>

I have a pretty full plate until I get the new standards together so I will be sending you information in bits and pieces. I will do my best to send unbiased facts and not put my own slant on it.

I hope that this is the kind of information that will help you.

Thanks for all you do for education and transportation.

Maxine

Maxine Mougeot
Transportation Director
Office of Public Instruction
PO Box 202501
Helena, MT 59620
Phone: 406-444-3096
Fax: 406-444-0509
email: mmougeot@mt.gov



MONTANA LEGISLATURE

House and Senate

Capitol Building * Helena, MT 59620-1711

Speaker of the House - Elect
MIKE MILBURN

President of the Senate - Elect
JIM PETERSON

RECEIVED

NOV 24 2010

BOARD OF PUBLIC EDUCATION

November 23, 2010

Dear Agency Directors,

As legislative leadership we are requiring our fiscal and policy committees to alter the joint subcommittee processes to broaden and deepen the legislative understanding of the fiscal needs of the state.

Please meet with Walt McNutt, House Appropriations Chairman and Dave Lewis Senate Finance and Claims Chairman for an overview of the changes. The presentation and discussion will be on December 7th at 10:00 am in room 137 of the Capitol. If you are not able to attend, please feel free to send a representative of your agency.

Sincerely,

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

Mike Milburn
Speaker-Elect

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

Jim Peterson
President-Elect

Meloy, Steve

From: Harris, Timothy (OPI)
Sent: Tuesday, September 07, 2010 11:45 AM
To: Meloy, Steve
Cc: Gettel, Steve; Donovan, Pete; 'pmyersbpe@bresnan.net'; Parman, Dennis; Coopersmith, Nancy
Subject: Your August 11 letter

Good morning Steve. In regard to your bulleted points, please consider the following as to feasibility:

- 1) We feel that the entire task force should be given the opportunity to participate. Trying to select who it should be would not be an easy task.
- 2) It's possible that Tiffany Harding from MSDB has done this. We can check. If not, in conjunction with MSDB it can be done.
- 3) Again, we will check with Tiffany and MSDB to see what needs to be accomplished
- 4) We can locate a list of training programs. Steve can vouch for what we put together so the list is accurate.
- 5) I believe the handbook would be a task for the Task Force representatives and MSDB and can be done.
- 6) Addressing the lack of the qualified teachers of the deaf and visually impaired should be a joint venture that includes OPI, the Montana Council of Administrators of Special Education and MSDB. Depending on the outcome of our

attempt to secure a contract with teacher placement program, we might be able to have a greater reach across the US. The breakout is doable.

We are anxious to address issues that affect quality services to students with low incidence disabilities. Thanks, Steve, for this opportunity to work with the Board again.

Tim Harris, Director
Special Education Division
Office of Public Instruction
Box 202501
Helena, MT 59620
406-444-4429
Fax 406-444-3924
email: tharris@mt.gov

"With all of our running and all of our cunning, if we couldn't laugh we'd all go insane." Jimmy Buffet, philosopher

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State of Montana



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

Board of Public Education

August 11, 2010

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Cal Gilbert
Great Falls

Bernie Olson
Lakeside

John Edwards
Billings

Gisele Forrest
Missoula

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

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

Dear Mr. Harris:

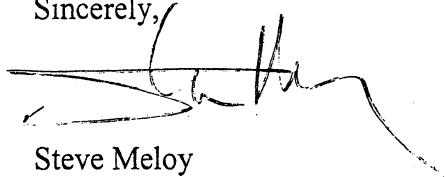
At its July 14, 2010 strategic planning session the Board of Public Education prioritized five separate issue areas to which to direct its attention for the coming year. The first and highest priority area deals with teacher evaluation/professional development. Furthermore, it identified as a high priority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

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

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

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

Sincerely,

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

Steve Meloy
Executive Secretary

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

BOARD OF PUBLIC EDUCATION **MEETING MINUTES**

December 2-3, 2010

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

December 2, 2010 - Thursday
8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:32 AM. The Pledge of Allegiance was led by Mr. Cal Gilbert. Ms. Carol Will took roll call; a quorum was noted.

CONSENT AGENDA

Ms. Patty Myers pulled the financials from the consent agenda. The remaining items on the consent agenda were approved as presented. Ms. Patty Myers reported that the Executive Committee met on October 21, 2010 to review the Board of Public Education's financials and set some priorities. During the September Board of Public Education meeting, Ms. Myers reported that NASBE paid for Mr. Steve Meloy's trip to Salt Lake City, Utah for the NASBE Annual Conference October 13-16, 2010. Ms. Myers corrected that statement and reported that the Board of Public Education paid for that particular conference. During the Executive Committee meeting on financials, the concerned was raised that CSPAC was receiving limited funding for continuing education for its members. It is the intent of the Board to send a CSPAC member [Mr. John Harris] to the Western States Conference. Sharon Carroll, Chair of Licensure Committee, will be attending the NASDTEC Conference along with two CSPAC members. Ms. Patty Myers intends to attend the NASBE/CCSSO Legislative Conference. Additional travel money will be available for lobbying the 2011 Legislature. The recommendations for the Legislative Audit Division were included in the consent agenda. State Superintendent Denise Juneau requested more information about the BPE's budget. Mr. Steve Meloy said he would address that under the Executive Secretary's report. Discussion ensued about the NASBE's New Board Member Institute.

ADOPT AGENDA

Chair Patty Myers reported that Item 8 will contain two MACIE Members being approved; pulled Item 12 from the agenda; and Item 24 will contain two action items in the MSDB Report.

Mr. Bernie Olson moved: to approve the agenda as presented. Mr. John Edwards seconded. Motion passed unanimously.

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, Ms. Erin Williams, 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; Commissioner of Higher Education, Sheila Stearns; and Mr. Dan Villa represented Governor Brian Schweitzer. Visitors in attendance included: Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Norma Bixby,

MACIE; Ms. Beck McLaughlin, Montana Arts Council; Mr. Dennis Parman, Deputy Superintendent, OPI; Mr. Eric Feaver, MEA-MFT; Dr. Jayne Downey, Montana State University-Bozeman; Ms. Penelope Strong, Attorney; Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Ms. Ann Gilkey, Chief Legal Counsel, OPI; Ms. Madalyn Quinlan, Chief of Staff, OPI; Ms. Elizabeth Keller, Licensure Unit Manager, OPI; Ms. Linda Brandon-Kjos, Legal Services Administrative Officer, OPI; Mr. Dustan Toth; Ms. Jennifer Pryor; Ms. Debora O'Brien via teleconference; Ms. Connie M. Peterson via teleconference; Ms. Crystal Joy Carpenter via teleconference; Ms. Shirley Isbell, County Superintendent; Dr. Rosalyn Templeton, Provost, MSU-Northern via teleconference; Ms. Pamela Wilson, Field Placement Director, MSU-Northern via teleconference; Ms. Carol Reifs Schneider, Chairperson of the College of Education, Arts and Sciences, and Nursing, MSU-Northern via teleconference; Mr. Norton Pease, MSU-Northern via teleconference; Mr. Steve Gettel, Superintendent, MSDB; and Ms. Judy Snow, Assessment Specialist, OPI.

INFORMATION

Item 1

CHAIRPERSON'S REPORT - Patty Myers

- | | |
|-------------------------|---|
| • September 23, 2010 | Board of Regents Meeting – Butte, MT |
| • September 27, 2010 | Chapter 55 Planning Meeting Conference Call |
| • September 28, 2010 | Chapter 55 Leadership Meeting – Helena, MT |
| • September 29-30, 2010 | Chapter 55 Meeting – Helena, MT |
| • October 5, 2010 | Meeting with Steve Gettel – Great Falls, MT |
| • October 8, 2010 | MEA-MFT Montana Educator Forum – Helena, MT |
| • October 18, 2010 | MASC State Meeting – Great Falls, MT |
| • October 19, 2010 | Chapter 55 Leadership Meeting – Helena, MT |
| • October 21, 2010 | Teacher of the Year – Helena, MT |
| • October 21, 2010 | Executive Committee Budget Meeting – Helena, MT |
| • October 21-22, 2010 | MEA-MFT Educator Conference – Helena, MT |
| • October 25, 2010 | Scheduling Conference Call Case #2009-05 |
| • November 4, 2010 | <i>Waiting for Superman</i> Film – Helena, MT |
| • November 9, 2010 | Chapter 55 Leadership Conference Call |
| • November 14, 2010 | Chapter 55 Leadership Meeting – Helena, MT |
| • November 15-16, 2010 | Chapter 55 Meeting – Helena, MT |
| • November 17, 2010 | Board of Education Meeting – Missoula, MT |
| • November 23, 2010 | MSDB Committee Meeting Conference Call |
| • November 30, 2010 | MMSTI – Helena, MT |

BOARD OF PUBLIC EDUCATION APPEARANCES

Sharon Carroll

- | | |
|-----------------------|---|
| • October 21, 2010 | Teacher of the Year – Helena, MT |
| • October 21, 2010 | Executive Committee Budget Meeting – Helena, MT |
| • October 21-22, 2010 | MEA-MFT Educator Conference – Helena, MT |

Erin Williams

- | | |
|---------------------|---|
| • November 17, 2010 | Board of Education Meeting – Missoula, MT |
|---------------------|---|

Gisele Forrest

- | | |
|---------------------|---|
| • November 17, 2010 | Board of Education Meeting – Missoula, MT |
|---------------------|---|

Tim Seery

- | | |
|-----------------------|--|
| • October 18, 2010 | MASC State Meeting – Great Falls, MT |
| • October 21, 2010 | Teacher of the Year – Helena, MT |
| • October 21-22, 2010 | MEA-MFT Educator Conference – Helena, MT |

Ms. Patty Myers reported on the MEA-MFT Conference. Discussion ensued about NASBE in regard to the following: Services that are provided to the states; membership costs per year; New Board Member Institute; which states belong; and task forces. Mr. Bernie Olson requested further information on how much NASBE spends per year; how much of that money goes to resource briefs and task forces; and the general value of its service to the states.

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

State Superintendent Denise Juneau raised the question about the BPE's budget during the consent agenda. Mr. Steve Meloy specifically addressed how the BPE will work with the Office of Public Instruction to ensure appropriations using teacher's license fees as the source are in accordance with state law. In addition, Mr. Meloy reported that the BPE considered proposing legislation to increase the \$4 and \$2 fees that are set in statute, but the Governor's Office requested that the BPE did not follow that path at this time. The BPE's Research Fund balance was reduced over the past few biennia to a conservative level to allow reasonable cash flow and still maintain funding for the purposes stated in 20-4-109, MCA. The Governor's Office agreed to a new proposal that funds \$15,000 per year with General Fund for the operating expenses previously paid with the State Special Revenue Fund. Other topics presented were: Sharon Applegate, Chair of the Certification Standards and Practices Advisory Council; waiting for recommendation for the State Superintendent of Public Instruction in regard to the Common Core Standards; 44 states adopted the Common Core Standards to-date; MEA-MFT Conference; Chapter 55; Class 8; material and substantial non-performance case; *Waiting for Superman* film; Board of Education in Missoula; Governor's budget; and NASBE's Annual Meeting. Mr. Steve Meloy also reviewed the two audit exceptions that were listed in the consent agenda under the correspondence written to Ms. Tori Hunthausen, Legislative Auditor, Legislative Audit Division.

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan reviewed the highlights for the CSPAC and Joint Council of Deans Meeting on October 14-15, 2010 in Missoula, MT. Mr. Steve York of OPI presented at the CSPAC and Joint Council of Deans meeting the Council of Chief State School Officer's State Consortium for Educators Effectiveness (SCEE). The deans expressed their interest in being active participants of the SCEE. Mr. Peter Donovan reported the Mr. John Harris from CSPAC will attend the Western States Certification Conference in Portland, Oregon. The next CSPAC meeting is January 13, 2011 in Helena, MT.

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

State Superintendent Denise Juneau introduced Ms. Allyson Hagen as the new Communication's Director at the Office of Public Instruction. State Superintendent Denise Juneau recently traveled to eastern Montana to determine the impacts of oil and gas on the schools and to listen to the concerns expressed. Sidney, MT used much of their oil and gas revenue to upgrade the 50-year-old high school. The Sidney School District also contributes to a health-retirement account for teachers and pays its teachers a higher starting salary compared to many districts across the state of Montana. Some concerns that school districts in eastern Montana are facing include, but are not limited to: influx of students; high rent for apartments and trailers; and limited rentals. Some school districts have built substantial reserves from oil and gas revenue. On the other hand State Superintendent Denise Juneau visited Wibaux, MT and had dinner with the teachers and the school board and reported that it is a poor community and still uses the original school.

The Office of Public Instruction identified the following school districts for the Title I School Improvement Grants: Frazer, Lodge Grass, Pryor, and Lame Deer. Hays-Lodge Pole schools were also identified, but the Office of Public Instruction denied the agreement because the school district could not agree to some of the reform conditions. The Office of Public Instruction has the following 4 staff members at each school district: transformation leader; instructional leader; school board coach, and community liaison. The funding is available for three years.

The mission of the Montana Math and Science Teacher Initiative (MMSTI), is dedicated to improving the recruitment and retention of highly qualified teachers of mathematics and science is fourfold: 1) raise awareness of the importance of math and science education; 2) increase the quantity, quality, and diversity of mathematics and science teachers; 3) recruit students from STEM disciplines; and 4) continuously work towards developing assessment strategies that will enhance success in the development and sustainability of statewide practices. State Superintendent Denise Juneau reported that this group continues to receive data, but there have been no decisions made with this collection of data. State Superintendent Juneau would like President Waded Cruzado and President Engstrom to attend a Board of Public Education meeting to address the vision of the MMSTI.

9:46 AM Mr. Dan Villa arrived

The Council of Chief State School Officers (CCSSO) is sponsoring the State Consortium on Educator Effectiveness (SCEE) during a December webinar and state team webinars will be on the 2nd Tuesday of each month in 2011. The Board of Public Education will receive an invitation, Deans of Education would like to participate, and other educational groups will be invited. The consortium's webinars will develop and share knowledge about defining educator effectiveness, measuring educator effectiveness, and growing the effectiveness of our educators. It is at the nexus of the Common Core Student Standards, the new InTASC core teaching standards, and the ISLLC 2008 Educational Leadership Policy Standards that the SCEE can best help states define effectiveness. Within the concept of measuring effectiveness, there are at least four big categories of work for SCEE to examine:

- Using student achievement and growth – and all of the attendant complexities
- Evaluating professional practice and normative expectations of teachers
- Teacher and leader performance assessments
- Integrating policies and practices to design state infrastructures for education evaluation

Within the concept of growing educator effectiveness, SCEE will look at presenting several webinars on educator preparation, induction, professional development, and collaboration.

State Superintendent Denise Juneau reported the following proposed legislation for the 2011 Legislative Session: Prevent transfer out-of-district transportation funds; residency requirements of students; coordinate JOBS fund for retirement; education funding bill; fund the ACT for every junior in Montana; and raise legal dropout age. The proposed legislation will raise Montana's legal dropout age to 17, or upon graduation or passing a GED test, whichever happens first. Discussion ensued about being a GED option state, students enrolled in Job Corps, ANB fund distribution if student obtains a GED, and college and career ready.

On November 11-12, 2010 forty students gathered at Carroll College in Helena for the first-ever convening of the State Superintendent's Student Advisory Board. This group of young people represented different parts of Montana from small schools and large schools, with different ethnic and cultural backgrounds, and varying academic class standings. Thirty-one schools were represented. The Student Advisory Board was designed to advise State Superintendent Denise Juneau to increase the number of Montana students who graduate from high school through collaborative partnerships with schools, community organization, businesses, and youth. Some things that were expressed included:

- Students want more flexibility in their schools, both in scheduling and learning spaces/environments
- Student want their learning to be relevant to their interests and lives

The Student Advisory Board will meet again in the spring and a report will be presented to the Board of Public Education after the Student Advisory Board's spring meeting. Discussion ensued about incarcerated youth.

In conclusion, State Superintendent Denise Juneau would like to engage the Board of Public Education in more discussion about its priorities and how the Office of Public Instruction could assist the Board in processing them.

Item 6 GOVERNOR'S OFFICE REPORT - Dan Villa

Mr. Dan Villa reported the following in regard to the Governor's education budget: Research Fund balance switch of \$15,000 per year with General Fund for the operating expenses previously paid with the State Special Revenue Fund for the Board of Public Education; increase the Hearing Conservation Program contract to ensure the continuation of services for proper identification of students with hearing impairments; National Board Certified Teachers; Montana Digital Academy; restored \$10 million At-Risk Student Payment funding found in 20-9-328, MCA; inflationary increase for Special Education; and the additional items can be found at http://budget.mt.gov/execbudgets/2013_Budget/default.mcpx. Mr. Villa also report that every district will receive new funding if the Governor's budget is approved as presented. This can be done with the oil and gas money which flows to communities across eastern Montana to fund schools statewide as proposed by Governor Brian Schweitzer. Mr. Dan Villa says that other revenue from timber and mining is shared among schools statewide, and that oil and gas revenue shouldn't be an exception. "Everyone in the state should benefit from the oil and gas money," said Mr. Villa. Some school districts socked away excess oil and gas revenues in reserve or "flex" funds that have sizeable reserves that could help offset the need to raise property taxes to replace that money. Mr. Villa stated that it becomes a local school board decision as to whether or not the district needs to raise property taxes to replace that money. Mr. Eric Feaver supported the Governor's budget and stated that it is "politically creative." Mr. Feaver provided a historical perspective on school funding and the big cash bags of flex funds. Mr. Bernie Olson reported that the western part of the state opposes the proposal. Mr. Steve Meloy referred to the work of the Renewal Commission, in regard to taxation equalization, that became politically charged. In conclusion, Mr. Villa explained how the oil and gas money would be re-allocated through a funding formula.

11:10 AM Mr. Dan Villa departed

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

Commissioner Sheila Stearns announced that Mr. John Cech will replace Dr. Mary Sheehy Moe on January 3, 2011 as the Deputy Commissioner for Two-Year and Community College Education. Commissioner Stearns reported that she is in support of the Governor's education budget and is a fan of the digital academy and believes that the funding should be with the Office of Public Instruction instead of the Office of the Commissioner of Higher Education. 1500 students are currently enrolled in the Montana Digital Academy and the array of courses expands from French to Oceanography. 56% of Montana high school graduates go to college immediately after graduation. Montana has turned a corner to become a net importer of college graduates versus a net exporter of college graduates. Discussion ensued about the number of Montana schools that do not offer a 4th year of math; Class 8 licenses; remediation statistics in math and writing; and admission standards.

Commissioner Sheila Stearns and Dr. Jan Clinard presented the Montana University System Admission Standards that was updated on October 22, 2010. Other documents presented were Academic Affairs Policy 301 – Admission Requirements and Policy 301.1 – Admission Requirements for Undergraduates into Four-year University Programs, revised on September 23, 2010. Dr. Clinard reported that a great deal of work occurred on the immunization component and integrating six different policies into policy 301.1 to be more logical and complete. The redundancy in the policies was removed to assist in the organization. Discussion ensued about placement exams, ACT scores, ACT waivers, and challenge tests.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Tim Seery

Mr. Tim Seery reported that the history department at the Great Falls Public School hosted a Holocaust survivor to share her experiences with the high schools and middle schools. The Holocaust survivor was 89 years old, a retired 6th grade teacher, grew up in Hungary, Jewish, and was transported to Auschwitz in a rail car. When she arrived in Auschwitz they were all placed in one line and were directed in one of

two directions. She went to the right and her family was directed to the left. That was the last she saw of her family. She made it to the United States by hiding inside a ball of yarn. Mr. Seery also reported on the Montana Association of Student Council's State Meeting that was held in Great Falls on October 19, 2010. Ms. Patty Myers was also in attendance. Mr. Seery provided a history of the Board of Public Education at the MASC Meeting. Mr. Seery noted that applications are being accepted for the Student Representative replacement to the Board of Public Education. Interviews will be conducted in March in Billings, MT. Other topics discussed were: the MEA-MFT Teacher Convention's presentation by the BPE; federalism and how it relates to education; and the Common Core Standards.

DISCUSSION

Item 8 MACIE REPORT - Norma Bixby

The following were nominated for the Montana Advisory Council on Indian Education: Ms. Penny Kipp, nominated by the Confederated Salish & Kootenai Tribes and Melissa Hammett, nominated by the Missoula Indian Center. State Superintendent Denise Juneau concurred with the recommendation and asked the Board of Public Education to consider approving them as members of MACIE.

Mr. Cal Gilbert moved: to approve Ms. Melissa Hammett as a member of MACIE. Mr. Bernie Olson seconded. Motion passed unanimously.

Mr. Cal Gilbert moved: to approve Ms. Penny Kipp as a member of MACIE. Mr. Bernie Olson seconded. Motion passed unanimously.

Ms. Norma Bixby reported on the MACIE meeting held on October 28, 2010. The Office of Public Instruction is in the process of linking the MACIE website to each of the tribes' websites. This is an effort to assist in making ties between the tribes and education. In conclusion, Ms. Bixby reported some of the statistics from the American Indian Student Achievement Data Report as prepared by Mr. Michael Munson, OPI.

Item 9 ASSESSMENT UPDATE - Judy Snow

Ms. Judy Snow provided the Board of Public Education with an update in regard to the Phase 2 Pilot Writing Program concerning the online writing formative assessment. The purpose is to examine the value and use of an online writing program as a collaborative tool in formative assessment and profession development. It is for grades 4-12 in which approximately 1300 students, 30 teachers, 15 schools, and 10 systems that range from large, small, urban and rural districts are participating. Beginning in January 2011 the FAME-CI (Formative Assessment for Montana Educators: Classroom Implementation) will occur. The 2011 OPI Statewide Assessment Conference: On the Horizon Current Practices, What's New, and Things to Come will occur January 20-21 in Billings, MT. The Keynote speaker is Paul Anderson, the 2011 Montana Teacher of the Year.

1:30 PM TIME CERTAIN

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.

1:32 PM Closed Session

Item 11 DENIAL HEARING BPE CASE #2009-05 (CLOSED) - Steve Meloy

5:10 PM Opened Session

Mr. John Edwards moved: in the case of the Denial Hearing BPE Case #2009-05 to take the matter under advisement with the record before this Board, subject to the mutually agreed upon dates and deadlines set forth in the scheduling order for the hearing, and to have a decision made no later than or on February 17, 2011. Ms. Sharon Carroll seconded. Motion passed unanimously.

**Item 12 REVOCATION HEARING BPE CASE #2010-05 (CLOSED) - Steve Meley
CANCELLED**

DISCUSSION

5:11 PM Closed Session

Item 13 LICENSE SURRENDER REPORT BPE CASE #2010-09 (CLOSED) - Ann Gilkey

5:14 PM Opened Session

December 3, 2010 – Friday

8:32 AM Meeting Reconvened

Mr. Cal Gilbert was unable to attend due to poor driving conditions. No representation from the Governor's Office or the Commissioner of Higher Education's Office.

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

Mr. Dennis Parman provided the Board of Public Education with an update on the Montana Digital Academy. Mr. Parman provided the number of students enrolled from Class AA, A, B, and C schools. The difference in numbers affirmed that different size schools have different needs. There are no students who are enrolled in one class only. Mr. Parman expressed his surprise by this figure and intends to explore this data further. Many students are trying to get caught up with their cohorts and stated the classes are rigorous. Mr. Parman believes that taking classes through the Montana Digital Academy provides different opportunities for students.

The Chapter 55 Joint Task Force of the Board of Public Education and the Office of Public Instruction met on September 29-30, 2010 at the Gateway Center in Helena, MT. The expected outcomes for the September meeting were to:

1. Complete the study of Chapter 55, with at least 20 initial rule language recommendations and corresponding rationales;
2. Review and agree on the guiding principles for the work of the Chapter 55 Joint Task Force;
3. Understand and articulate the issues and related implications for Chapter 55 based on the Constituent Group comments;
4. Identify key components, appropriate to Montana, of a “blended” accreditation model (Innovative practice to encourage flexibility while ensuring education quality and accountability);
5. Establish the subcommittee to address the Chapter 55 language for the framework for the Evaluation of School Leaders/Teachers; and
6. Establish the next meeting date.

The September 29-30, 2010 meeting materials were included. The September agenda and meeting accomplishments are 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 December 13-14, 2010. The November meeting agenda and expected

outcomes were included. Discussion ensued about setting standards to let schools know that they are good enough; cannot devise a system to set the lowest standards and be punitive; goal is to identify needs and assist; build a performance-based accreditation model that fits Montana; guiding principles; evaluation systems; and responses of school superintendents.

8:46 AM State Superintendent Denise Juneau arrived

Item 14 COMMON CORE STATE STANDARDS - Nancy Coopersmith

Information was presented concerning awareness workshops this fall about the Common Core State Standards Initiative. In addition, a planned statewide activity was outlined. Ms. Nancy Coopersmith reported that there is the Common Core State Standards survey found on the OPI's website at <http://keysurvey.mt.gov/survey/107148/1910/>. State Superintendent Denise Juneau intends to make a recommendation to the Board of Public Education in May 2011. A statewide effort to address questions and answers for policy makers will occur in January regarding the Common Core State Standards. This will provide an educated dialogue with policy makers about the Common Core State Standards, why we may need to adopt them, what happens to a state who chooses not to adopt them, and how they compare to state standards. Texas, Alaska, and Virginia say they will not adopt them. Minnesota adopted the reading Common Core State Standards and not the math. Montana is currently part of the Smarter Balance Consortium along with 31 states. If Montana wants to remain in the Consortium then it will have to adopt the Common Core State Standards. Discussion ensued about the difference between curriculum, instructional strategies, and standards. State Superintendent Denise Juneau concluded that the word "National" has been dropped from the title and if the word "Federal" is used, the standards will not receive support. The Common Core State Standards are being referred to as "the framework." The federal government has had no role in the development of the Common Core State Standards. The Common Core State Standards Initiative was led by the National Governor's Association and the Council of Chief State School Officers, working with Achieve, ACT and the College Board, among other education groups. The federal government will have the opportunity to support states as they begin adopting the standards. For example, the federal government can:

- Support this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to implement the standards.
- Provide long-term financial support for the development and implementation of common assessments, teacher and principal professional development, and research to help continually improve the Common Core State Standards over time.
- Revise and align existing federal education laws with the lessons learned from the best of what works in other nations and from research.

Item 15 FEDERAL UPDATE - Nancy Coopersmith

This informational report included four topics: 1) A report on the Annual Measureable Objectives (AMOs) required in calculation of Adequate Yearly Progress. The AMOs will increase this year as required by the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act; 2) The long-delayed reauthorization of the ESEA was discussed; 3) At its September 2010 meeting, the Board requested information on federal program administration and staffing at the Montana Office of Public Instruction. This information was presented; and 4) Information concerning the federal budget for Federal Fiscal Year 2011 was presented. Ms. Nancy Coopersmith provided the Board of Public Education with the Montana Annual Measurable Objective Trajectory for reading and math. There is no reauthorization of ESEA at this time, so these trajectory goals are still in effect. The Office of Public Instruction predicts there will be a drastic increase in schools not making Annual Yearly Progress because the percentage increases from 83% to 92% proficiency in reading and 68% to 84% proficiency in math in 2010-2011. Discussion ensued using scale scores; schools that do not meet AYP; school improvement process; waiver provisions; cut-off scores; low performing schools; gathering data; and students with disabilities. In conclusion, Ms. Nancy Coopersmith provided the Board with the organizational chart of the Office of Public Instruction that was requested at the September 2010 BPE

meeting.

Item 16 SPOTLIGHT ON THE OPI CENTRAL SERVICES DIVISION - Julia Dilly

An overview of the Centralized Services Division and a description of the services provided to the Office of Public Instruction and to members of the public were presented. Ms. Julia Dilly is the Division Administrator for the Centralized Services Division at the Office of Public Instruction. Ms. Dilly oversees the following units: purchasing/payroll; accountants; accounts receivable and federal reporting; budgeting; and word processing/mailroom/ receptionist. Discussion ensued about how the Office of Public Instruction's budget may be different than many agencies because the State Superintendent is an elected official.

Item 17 TRANSPORTATION REPORT - Maxine Mougeot

This presentation included information regarding transportation data and bus accident information, the continued growth of the school bus driver training program, National and State Standards Rewrite, and a Stakeholders' meeting review. The presentation was designed to update the Board of Public Education with limited statistics, current issues facing the transportation community and current success of the transportation program. New construction and operational standards are currently being written and will be presented to the Board of Public Education for action at a later date. Ms. Maxine Mougeot reported that during the current school year, districts and contractors added 58 new 2011 yellow replacement buses to the Montana fleet. Of those 58 new buses, 32 buses were purchased with a combination of the federal Diesel Emission Reduction Program funds and local funding. About 44% of the buses are district owned and just over 56% of the buses are contractor owned. Slightly more than $\frac{1}{2}$ of the entire fleet is greater than 10 years old. Discussion ensued about training requirements, funding, seat belts, and retrofitting buses. Mr. John Edwards requested information in regard to the cost of an integrated seated system, which states require and use seat belts in buses, and how did those states obtain the necessary funding.

Item 18 REPORT ON STATUS OF ARTS EDUCATION IN MONTANA SCHOOLS - Beck McLaughlin

Ms. Beck McLaughlin reported that a survey was sent to all Montana public and accredited private schools a year ago. The Montana Arts Council initiated the survey to help establish important and missing baseline information in the area of arts education in Montana. The report summarizes the status of arts education in Montana using data collected from 313 of Montana's elementary, middle and secondary schools statewide. This information was formed from responses by principals, superintendents and supervising teachers – it is their perception of the state of arts education in their schools. Questions throughout the survey were designed to quantify and evaluate each school's situation in offering the arts as a core subject. To evaluate the arts' standing as a core academic subject as outlined in the No Child Left Behind Law, it was necessary to assess instruction that met the following criteria:

- Instruction that follows a sequential and ongoing arts curriculum
- Instruction that is aligned with state or national arts standards
- Instruction that is taught by a certified/licensed and endorsed specialist.

If students received instruction that did not meet these criteria, the instruction was not counted. 38% of Montana's 847 schools participated in this survey. Discussion ensued about the number of licensed music and art teachers in the state, integrating music and arts into the core subjects, and using regional service areas to provide a central support group to teachers while serving rural communities.

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.

Item 19 ADOPTION OF THE CRITICAL QUALITY EDUCATOR SHORTAGE AREAS REPORT

Madalyn Quinlan

Section 20-4-501 through 506, MCA provides for a quality educator loan assistance program. The Quality Educator Loan Assistance Program is administered by the Board of Regents through the Office of the Commissioner of Higher Education. The program provides for the direct repayment of educational loans of eligible quality educators for up to 4 years. The total annual repayment assistance may not exceed \$3,000. This presentation included information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction reported and recommended for Board adoption, a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas. The State Superintendent of Public Instruction requested adoption of the Critical Quality Educator Shortage Areas Report. If adopted, the report will be used to establish eligibility for the quality educator loan assistance program in the spring of 2011. Ms. Madalyn Quinlan reported in FY2010, 163 teachers received quality educator loan repayment assistance totaling \$471,753. The appropriation for FY2011 is \$985,065. This funding level is expected to fund loan payments for approximately 264 educators in FY2011. The methodology used by the Office of Public Instruction for identifying critical quality educator shortages was reviewed. Discussion ensued about the reduction of emergency authorizations in FY2010 compared to FY2009.

Mr. John Edwards moved: to adopt the Critical Quality Educator Shortages Report for the 2010-2011 school year as presented. Ms. Sharon Carroll seconded. Motion passed unanimously.

11:20 AM State Superintendent Denise Juneau departed

Item 20 ALTERNATIVE TO STANDARDS REQUEST - Linda Vrooman Peterson

This presentation provided to the Board of Public Education the report of Initial Alternative to Standards requests. The State Superintendent recommended approval of the report as presented. The report was included. Dr. Linda Vrooman Peterson reviewed the Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration before the following 2 initial alternative standard requests representing 2 districts and 15 schools were received and evaluated in accordance with 10.55.604, ARM.

1. Lewis & Clark County – Helena Public Schools – The Helena School District submitted a new two-year initial Alternative to Standard Request for Counseling addressing the areas of deficiency from the previous two-year Alternative to Standard Request. The proposal meets or exceeds the current standard as evaluated by the Office of Public Instruction.
2. Park County – Arrowhead Schools – The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used. In addition to maintaining a small library which is a satellite of the Belle Fourche Public Library four times per year.

Mr. John Edwards moved: to approve the recommendations of State Superintendent Denise Juneau concerning the report of Initial Alternative to Standards requests for Helena Public Schools and Arrowhead Elementary Schools. Ms. Erin Williams seconded. Motion passed unanimously.

Item 21 RECOMMENDED APPROVAL OF STANDARDS REVISION SCHEDULE – Linda Vrooman Peterson

Pursuant to Administrative Rules of Montana 10.54.2503, the Office of Public Instruction provided to the

Board of Public Education the revised Standards Review Schedule for approval as follows:

Cycle	Standards	Standards Adopted by BPE
Cycle I 2005-2006	• Science	• Adopted November 2006
Cycle II 2007-2008	• Information Literacy-Library Media • Technology	• Adopted August 2008 • Adopted August 2008
Cycle III 2008-2009	• Mathematics • Communication Arts	• Adopted September 2009 • Adopted January 2010
Cycle IV 2011-2012	• Career and Technology Education • Workplace Competencies • Health Enhancement • English Language Proficiency (ELP)	• Proposed Adoption 2012 for all standards in Cycle IV
Cycle V 2012-2013	• School Counseling • World Languages • Social Studies • Arts	• Proposed Adoption 2013 for all standards in Cycle V

Ms. Judy Snow provided the following tentative action plan for English Language Proficiency Standards:

Dates	Action
June 1, 2010 – Summer 2011	Review and revise Montana ELP standards and link to current Montana content standards or if approved in Montana, link to Common Core Standards.
December 2010 – Summer 2011	Adoption process for Montana ELP standards.

Mr. John Edwards moved: to approve the revised Standards Review Schedule as recommended by State Superintendent Denise Juneau. Mr. Bernie Olson seconded. Motion passed unanimously.

Item 22 RECOMMEND APPROVAL OF CORRECTIVE ACTION PLAN MONTANA STATE UNIVERSITY – BOZEMAN - Linda Vrooman Peterson

In March 2010, the Board of Public Education approved the corrective plan and progress made by the Professional Education Unit at Montana State University - Bozeman toward meeting the standards marked with "Met with Weakness" and "Not Met" from the November 2009 follow-up focused on-site accreditation review. The BPE approved provisional accreditation status of the Professional Education Unit at MSU. Provisional accreditation status required MSU to provide to the BPE an annual report on the continued progress toward meeting the standards listed below. The MSU report was included.

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

The Office of Public Instruction will continue to monitor the progress of the Professional Education Unit at MSU. On January 16-17, 2011, the OPI will facilitate a second focused on-site accreditation review. Dr. Jayne Downey reported that the Teacher Education faculty has been energized by the concept of continuous program improvement and every faculty member has contributed to the important work of ongoing program assessment and development. Dr. Downey stated that the faculty sees a clear commitment to data-driven decision-making across the Teacher Education Program and extended appreciation for the guidance and support offered by Dr. Linda Vrooman Peterson. Discussion ensued about building better relationships within the community by students completing service learning projects outside of the school system to build a respect for the community in which they teach.

Ms. Sharon Carroll moved: to approve the Correction Action Plan of Montana State University - Bozeman. Ms. Erin Williams seconded. Motion passed unanimously.

Item 23 RECOMMEND APPROVAL OF CORRECTIVE ACTION PLAN MONTANA STATE UNIVERSITY – NORTHERN - Linda Vrooman Peterson

In July 2010, the Board of Public Education approved provisional accreditation status of the Professional Education Unit at MSU-Northern. Dr. Rosalyn Templeton, Provost, Pamela Wilson, Field Placement Director, and Carol Reifsneider, Chairperson of the College of Education, Arts and Sciences, and Nursing, provided to the Board of Public Education the progress that MSU-Northern has made toward meeting the standards marked with "Met with Weakness" and "Not Met" from the November 2009 on-site accreditation review. Provisional accreditation status requires MSU-Northern to provide to the BPE an annual report on the continued progress in meeting the standards listed below. The MSU-Northern report was included.

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

The Office of Public Instruction will continue to monitor the progress of the Professional Education Unit at MSU-Northern and will schedule a follow-up focused on-site accreditation review within 12 months. The following participated via a conference call to review the plan before the Board of Public Education: Dr. Rosalyn Templeton; Ms. Pamela Wilson, Ms. Carol Reifsneider, and Mr. Norton Pease.

Ms. Sharon Carroll moved: to approve the Correction Action Plan of Montana State University - Northern. Mr. Bernie Olson seconded. Motion passed unanimously.

PRELIMINARY AGENDA ITEMS – February 17-18, 2011, Helena, MT

Exiting Board Member – Last Meeting

MACIE Update

Annual School Food Services Report

Assessment Update

Federal Update

Alternative Standards Requests & Renewals

Accreditation Status Recommendations – Conference Call (If Necessary)

Accreditation Report

Material & Non-Performance Hearing BPE Case #2010-07

Denial Hearing BPE Case #2010-08

Additional items added to the preliminary agenda items are: Denial Hearing Action for BPE Case #2009-05; revocation hearing BPE Case #2010-05; licensure process; relationship and benefits with NASBE; internship programs for superintendents and principals; and new construction and operational standards from the transportation department at OPI.

12:44 Mr. Bernie Olson departed

DISCUSSION

Item 24 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Mr. Steve Gettel presented the following: Student enrollment/evaluations; human resource actions; school improvement; legislative activities; professional development activities; MSDB Foundation activities; conferences, meetings, and contacts; budget and finance; facilities and safety; school calendar of events; and student news. Discussion ensued on resignations and planned vacancies that may cause personnel services to go over budget and require a supplemental; upgrading the fire alarm system in the cottages and Aspen Hall; a parent advocacy group; and legislative initiatives along with open house for regional legislators. A policy on school wellness (2510) and nutrition (8230) was distributed to the Board of Public Education for review and approval.

Ms. Sharon Carroll moved: to approve the school wellness (2510) and nutrition (8230) policies as presented. Mr. John Edwards seconded. Motion passed unanimously. Mr. Bernie Olson was absent for the vote.

Mr. Steve Gettel distributed the draft Summary of Data from MSDB Outreach Consultants for LEA Provisions of Services to Students Who are Deaf, Hard-of-Hearing, or Visually Impaired along with a spreadsheet full of data.

Ms. Erin Williams moved: to adjourn the Board of Public Education Meeting. Mr. John Edwards seconded. Motion passed unanimously. Mr. Bernie Olson was absent for the vote.

1:37 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.

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: JANUARY 2011

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

PAGE NO. 1
RUN DATE: 02/01/2011
RUN TIME: 03:54:01

PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	ELAPSED TIME YTD:	58%
512030 Accommodations Tax	01100	2011	400.00		BALANCE	
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	

REPORT ID: MTGL0106-0
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 FOR THE FY PERIOD: JANUARY 2011

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

PAGE NO. 1
 RUN DATE: 02/01/2011
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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME	YTD: 58%
						CURR+PRIOR	
61101 Regular	01100	9,459.46	67,162.16			67,162.16	
61301 Per Diem	01100	100.00	100.00			100.00	
61401 FICA	01100	688.00	4,902.06			4,902.06	
61402 Retirement - Other	01100	161.50	1,146.65			1,146.65	
61403 Group Insurance	01100	1,341.40	8,436.95			8,436.95	
61404 Workers Compensation Insur	01100	126.40	897.56			897.56	
61404A State Fund Dividend-NONBUDG	01100	29.05-	29.05-			29.05-	
61410 State Unemployment Tax	01100	33.11	235.02			235.02	
61411 Teachers Retirement	01100	709.90	5,040.29			5,040.29	
TOTAL 61400 Employee Benefits		3,031.26	20,629.48			20,629.48	
TOTAL 61000 Personal Services		12,590.72	87,891.64			87,891.64	
62113 Warrant Writing Services	01100	3.44	18.60			18.60	
62114A Workers' Comp Program Fees	01100		14.00			14.00	
62148 SABHRS Administrative Costs	01100	268.05	536.10			536.10	
621B2 ITSD Server Hosting	01100	0.07	1.29			1.29	
621B3 ITSD Web Hosting	01100	25.00	125.00			125.00	
621B5 ITSD EMail	01100	9.17	45.85			45.85	
621B8 ITSD Operational Support	01100	3.07	15.35			15.35	
621C1 ITSD Installation	01100		225.00			225.00	
621C5 ITSD Enterprise Services	01100	72.92	364.60			364.60	
TOTAL 62100 Other Services		381.72	1,345.79			1,345.79	
62212 Photo & Reproduction	01100	39.92	62.94			62.94	
62241 Office Sup/Minor Equip-NonStat	01100	41.06	143.60			143.60	
62280 Program Expense	01100	119.39	311.65			311.65	
622B1 ITSD Asset Broker	01100	50.00	250.00			250.00	
TOTAL 62200 Supplies & Materials		250.37	768.19			768.19	
62304 Postage & Mailing	01100	7.01	88.02			88.02	
62319 Cellular Phones	01100	58.98	293.86			293.86	
623B0 ITSD Voice Services	01100	41.44	207.20			207.20	
623B4 ITSD Long Distance	01100	0.18	12.77			12.77	
TOTAL 62300 Communications		107.61	601.85			601.85	
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	91.80	2,678.80			2,678.80	
62490 Non-Employee In State Meals	01100	22.00	586.00			586.00	
62497 Non-Employee In-State Lodging	01100		1,822.81			1,822.81	
TOTAL 62400 Travel		113.80	5,725.66			5,725.66	
62528 Rent-Non Dept of Admin	01100	560.72	2,836.26			2,836.26	
62801 Dues	01100	11,216.00	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		560.00			560.00	

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME	YTD: 58%
62888 Statewide Indirect Costs	01100	267.50	802.50				802.50
TOTAL 62800 Other Expenses		11,483.50	12,993.50				12,993.50
TOTAL 62000 Operating Expenses		12,897.72	24,271.25				24,271.25
69301 Principal - Leases	01100	74.24	593.92				593.92
TOTAL FUND 01100 General Fund		25,562.68	112,756.81				112,756.81
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		25,562.68	112,756.81				112,756.81

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2011	235F0	1,984.00		100.00	1,884.00	5
61000 Personal Services	01100	2011	235H1	163,936.00		87,820.69	76,115.31	54
TOTAL 61000 Personal Services				165,920.00		87,920.69	77,999.31	53
62000 Operating Expenses	01100	2011	235F0	4,748.00		215.70	4,532.30	5
62000 Operating Expenses	01100	2011	235H1	53,414.00		24,055.55	29,358.45	45
62000 Operating Expenses	01100	2011	235X2	7,412.00			7,412.00	
TOTAL 62000 Operating Expenses				65,574.00		24,271.25	41,302.75	37
69000 Debt Service	01100	2011	235H1	891.00		593.92	297.08	67
TOTAL SUB-CLS 235F0 FY10 CARRYFORWARD				6,732.00		315.70	6,416.30	5
TOTAL SUB-CLS 235H1 ADMINISTRATION				218,241.00		112,470.16	105,770.84	52
TOTAL SUB-CLS 235X2 GOVERNOR'S REDUCTIONS BASE				7,412.00			7,412.00	
TOTAL FUND 01100 General Fund				232,385.00		112,785.86	119,599.14	49
TOTAL PROGRAM 2011				232,385.00		112,785.86	119,599.14	49
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				232,385.00		112,785.86	119,599.14	49

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2123218	01/01/2011	000004	PPE 12/31/10 JZA ON-CYCLE	4,729.73		
61101	PAY2128738	01/25/2011	000004	PPE 01/14/11 KAI ON-CYCLE	4,729.73		
TOTAL 61101	Regular				9,459.46		
61301	ACC2124073	01/12/2011	000004	Per Diem	100.00	00002407	PATTY MYERS
61401	PAY2123218	01/01/2011	000007	PPE 12/31/10 JZA ON-CYCLE	343.96		
61401	PAY2128738	01/25/2011	000007	PPE 01/14/11 KAI ON-CYCLE	344.04		
TOTAL 61401	FICA				688.00		
61402	PAY2123218	01/01/2011	000010	PPE 12/31/10 JZA ON-CYCLE	80.75		
61402	PAY2128738	01/25/2011	000010	PPE 01/14/11 KAI ON-CYCLE	80.75		
TOTAL 61402	Retirement - Other				161.50		
61403	PAY2123218	01/01/2011	000013	PPE 12/31/10 JZA ON-CYCLE	645.05		
61403	PAY2128738	01/25/2011	000013	PPE 01/14/11 KAI ON-CYCLE	696.35		
TOTAL 61403	Group Insurance				1,341.40		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:	58%
61404	PAY2123218	01/01/2011	000016	PPE 12/31/10 JZA ON-CYCLE	63.20				
61404	PAY2128738	01/25/2011	000016	PPE 01/14/11 KA1 ON-CYCLE	63.20				
TOTAL	61404	Workers Compensation Insur			126.40				
61404A	0002112555	01/01/2011	000002	State Fund Dividend-NONBUDG	29.05-				
61410	PAY2123218	01/01/2011	000019	PPE 12/31/10 JZA ON-CYCLE	16.56				
61410	PAY2128738	01/25/2011	000019	PPE 01/14/11 KA1 ON-CYCLE	16.55				
TOTAL	61410	State Unemployment Tax			33.11				
61411	PAY2123218	01/01/2011	000022	PPE 12/31/10 JZA ON-CYCLE	354.95				
61411	PAY2128738	01/25/2011	000022	PPE 01/14/11 KA1 ON-CYCLE	354.95				
TOTAL	61411	Teachers Retirement			709.90				
62113	0002122490	01/10/2011	000001	Warrant Writing Services	3.44				
62148	0002122491	01/10/2011	000001	SABHRS Administrative Costs	268.05				
621B2	0002122489	01/10/2011	000005	ITSD Server Hosting	0.07				
621B3	0002122489	01/10/2011	000006	ITSD Web Hosting	25.00				
621B5	0002122489	01/10/2011	000002	ITSD EMail	9.17				
621B8	0002122489	01/10/2011	000004	ITSD Operational Support	3.07				
621C5	0002122489	01/10/2011	000003	ITSD Enterprise Services	72.92				
62212	ACC2126556	01/18/2011	000013	Copies	39.92	00002417	STRINGER BUSINESS SYSTEMS INC		
62241	ACC2119673	01/04/2011	000010	Supplies	15.06	00002404	ALBERTSONS INC		
62241	ACC2125947	01/15/2011	000025	Office Supplies	26.00	00002409	HELENA STAMP WORKS & ENGRAVING LLC		
TOTAL	62241	Office Sup/Minor Equip-NonStat			41.06				
62280	ACC2119673	01/04/2011	000011	Water- November	16.35	00002386	LEHRKINDS INC		
62280	ACC2119673	01/04/2011	000013	December Water	12.90	00002403	LEHRKINDS INC		
62280	ACC2119673	01/04/2011	000015	January Cable	35.17	00002406	BRESNAN COMMUNICATIONS LLC		
62280	ACC2130957	01/29/2011	000005	Water - January	19.80	00002419	LEHRKINDS INC		
62280	ACC2130957	01/29/2011	000007	Cable - February	35.17	00002420	BRESNAN COMMUNICATIONS LLC		
TOTAL	62280	Program Expense			119.39				
622B1	0002122489	01/10/2011	000001	ITSD Asset Broker	50.00				
62304	0002130477	01/28/2011	000001	Postage & Mailing	7.01				
62319	ACC2125947	01/15/2011	000026	Cell Phone - December	58.98	00002408	VERIZON WIRELESS SERVICES LLC		
623B0	0002122492	01/10/2011	000002	ITSD Voice Services	41.44				
623B4	0002122492	01/10/2011	000001	ITSD Long Distance	0.18				

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:	58%
62489	ACC2124073	01/12/2011	000005	Mileage and Meals	91.80	00002407	PATTY MYERS		
62490	ACC2124073	01/12/2011	000006	Mileage and Meals	22.00	00002407	PATTY MYERS		
62528	ACC2119673	01/04/2011	000017	January Rent	560.72	00002405	SEB PARTNERSHIP		
62801	0002119869	01/04/2011	000002	Dues	11,216.00				
62888	0002124971	01/13/2011	000001	Statewide Indirect Costs	267.50				
69301	ACC2126556	01/18/2011	000021	February Copier Lease	74.24	00002418	USBANCORP EQUIPMENT FINANCE INC		
TOTAL				PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	25,562.68				

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%	CURR+PRIOR
62427 Commuter Allowance	08116	28.00	28.00				28.00
62485 NonEmployOutStateCommerc/Trans	08116	364.80	364.80				364.80
62489 Non-Employee In State Mileage	08116	63.24	63.24				63.24
62492 Non-Employee Out State Meals	08116	135.00	135.00				135.00
62493 Non-Employee Out State Lodging	08116	405.00	405.00				405.00
TOTAL 62400 Travel		996.04	996.04				996.04
TOTAL FUND 08116 Montana Commission on Teac		996.04	996.04				996.04
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		996.04	996.04				996.04

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62427	ACC2126556	01/18/2011	000016	Mileage, air, lodging, meals,	28.00	00002416	JOHN HARRIS
62485	ACC2126556	01/18/2011	000017	Mileage, air, lodging, meals,	364.80	00002416	JOHN HARRIS
62489	ACC2126556	01/18/2011	000018	Mileage, air, lodging, meals,	63.24	00002416	JOHN HARRIS
62492	ACC2126556	01/18/2011	000019	Mileage, air, lodging, meals,	135.00	00002416	JOHN HARRIS
62493	ACC2126556	01/18/2011	000020	Mileage, air, lodging, meals,	405.00	00002416	JOHN HARRIS
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS					996.04		

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	ELAPSED TIME	YTD: 58%
					PRIOR YEAR	CURR+PRIOR
61101 Regular	02122	6,720.16	47,713.13			47,713.13
61401 FICA	02122	479.52	3,490.84			3,490.84
61402 Retirement - Other	02122	127.20	903.12			903.12
61403 Group Insurance	02122	1,412.00	8,881.00			8,881.00
61404 Workers Compensation Insur	02122	122.72	871.31			871.31
61410 State Unemployment Tax	02122	23.52	166.99			166.99
61411 Teachers Retirement	02122	487.20	3,459.12			3,459.12
TOTAL 61400 Employee Benefits		2,652.16	17,772.38			17,772.38
TOTAL 61000 Personal Services		9,372.32	65,485.51			65,485.51
TOTAL FUND 02122 Advisory Council		9,372.32	65,485.51			65,485.51
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,372.32	65,485.51			65,485.51

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		65,485.51	45,146.49	59
TOTAL 61000 Personal Services				112,568.00		65,485.51	47,082.49	58
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		65,485.51	45,146.49	59
TOTAL FUND 02122 Advisory Council				110,632.00		65,485.51	45,146.49	59
TOTAL PROGRAM 2011				112,568.00		65,485.51	47,082.49	58
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				112,568.00		65,485.51	47,082.49	58

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2123218	01/01/2011	000005	PPE 12/31/10 JZA ON-CYCLE	3,360.08		
61101	PAY2128738	01/25/2011	000005	PPE 01/14/11 KA1 ON-CYCLE	3,360.08		
TOTAL 61101	Regular				6,720.16		
61401	PAY2123218	01/01/2011	000008	PPE 12/31/10 JZA ON-CYCLE	238.99		
61401	PAY2128738	01/25/2011	000008	PPE 01/14/11 KA1 ON-CYCLE	240.53		
TOTAL 61401	FICA				479.52		
61402	PAY2123218	01/01/2011	000011	PPE 12/31/10 JZA ON-CYCLE	63.60		
61402	PAY2128738	01/25/2011	000011	PPE 01/14/11 KA1 ON-CYCLE	63.60		
TOTAL 61402	Retirement - Other				127.20		
61403	PAY2123218	01/01/2011	000014	PPE 12/31/10 JZA ON-CYCLE	679.00		
61403	PAY2128738	01/25/2011	000014	PPE 01/14/11 KA1 ON-CYCLE	733.00		
TOTAL 61403	Group Insurance				1,412.00		
61404	PAY2123218	01/01/2011	000017	PPE 12/31/10 JZA ON-CYCLE	61.36		
61404	PAY2128738	01/25/2011	000017	PPE 01/14/11 KA1 ON-CYCLE	61.36		

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION
TOTAL	61404			Workers Compensation Insur

AMOUNT	VCHR-ID	VENDOR NAME
122.72		

ELAPSED TIME YTD: 58%

61410	PAY2123218	01/01/2011	000020	PPE 12/31/10 JZA ON-CYCLE	11.76
61410	PAY2128738	01/25/2011	000020	PPE 01/14/11 KA1 ON-CYCLE	11.76
TOTAL	61410			State Unemployment Tax	23.52

61411	PAY2123218	01/01/2011	000023	PPE 12/31/10 JZA ON-CYCLE	243.60
61411	PAY2128738	01/25/2011	000023	PPE 01/14/11 KA1 ON-CYCLE	243.60
TOTAL	61411			Teachers Retirement	487.20

TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	9,372.32
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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%	CURR+PRIOR
61101 Regular	02219	250.26	1,776.85			1,776.85	
61301 Per Diem	02219	200.00	1,750.00			1,750.00	
61401 FICA	02219	17.13	121.67			121.67	
61402 Retirement - Other	02219	17.94	127.37			127.37	
61403 Group Insurance	02219	70.60	444.05			444.05	
61404 Workers Compensation Insur	02219	4.58	32.40			32.40	
61404A State Fund Dividend-NONBUDG	02219	29.05-	29.05-			29.05-	
61410 State Unemployment Tax	02219	0.87	6.24			6.24	
TOTAL 61400 Employee Benefits		82.07	702.68			702.68	
TOTAL 61000 Personal Services		532.33	4,229.53			4,229.53	
62104 Insurance & Bonds	02219		599.00			599.00	
62113 Warrant Writing Services	02219	3.44	32.38			32.38	
62114 HRIS Service Fees	02219		203.00			203.00	
62114A Workers' Comp Program Fees	02219		42.00			42.00	
62148 SABHRS Administrative Costs	02219	268.04	1,072.17			1,072.17	
621B2 ITSD Server Hosting	02219	0.07	1.29			1.29	
621B3 ITSD Web Hosting	02219	25.00	175.00			175.00	
621B5 ITSD EMail	02219	9.16	64.13			64.13	
621B8 ITSD Operational Support	02219	3.07	21.49			21.49	
621C1 ITSD Installation	02219		270.00			270.00	
621C5 ITSD Enterprise Services	02219	72.91	510.38			510.38	
TOTAL 62100 Other Services		381.69	2,990.84			2,990.84	
62212 Photo & Reproduction	02219	60.17	204.75			204.75	
62241 Office Sup/Minor Equip-NonStat	02219	26.00	101.29			101.29	
62280 Program Expense	02219	119.39	495.49			495.49	
622B1 ITSD Asset Broker	02219	50.00	350.00			350.00	
TOTAL 62200 Supplies & Materials		255.56	1,151.53			1,151.53	
62304 Postage & Mailing	02219	7.01	1,230.93			1,230.93	
62319 Cellular Phones	02219		58.76			58.76	
623B0 ITSD Voice Services	02219	41.43	290.02			290.02	
623B4 ITSD Long Distance	02219	0.22	7.20			7.20	
TOTAL 62300 Communications		48.66	1,586.91			1,586.91	
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	1,130.16	5,063.16			5,063.16	
62490 Non-Employee In State Meals	02219	156.00	811.00			811.00	
62497 Non-Employee In-State Lodging	02219	526.02	3,206.10			3,206.10	
TOTAL 62400 Travel		1,812.18	11,331.27			11,331.27	
62528 Rent-Non Dept of Admin	02219	560.71	5,013.75			5,013.75	
62768 Property Management Expenses	02219		158.99			158.99	
62801 Dues	02219	11,216.00-	11,397.50			11,397.50	

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PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%	CURR+PRIOR
62802 Subscriptions	02219		60.00			60.00	
62817 Meetings/Conference Costs	02219		1,127.75			1,127.75	
62878 Parking Fees	02219		1,008.00			1,008.00	
62888 Statewide Indirect Costs	02219	267.50	802.50			802.50	
TOTAL 62800 Other Expenses		10,948.50-	14,395.75			14,395.75	
TOTAL 62000 Operating Expenses		7,889.70-	36,629.04			36,629.04	
69301 Principal - Leases	02219	74.23	593.84			593.84	
TOTAL FUND 02219 Research Fund		7,283.14-	41,452.41			41,452.41	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		7,283.14-	41,452.41			41,452.41	

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		4,258.58	18,166.42	19
62000 Operating Expenses	02219	2011	235H1	51,684.00		36,629.04	15,054.96	71
69000 Debt Service	02219	2011	235H1	891.00		593.84	297.16	67
TOTAL SUB-CLS 235H1 ADMINISTRATION				75,000.00		41,481.46	33,518.54	55
TOTAL FUND 02219 Research Fund				75,000.00		41,481.46	33,518.54	55
TOTAL PROGRAM 2011				75,000.00		41,481.46	33,518.54	55
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				75,000.00	1,542.14-	43,023.60	33,518.54	55

PART-C Curr Month Detail Expense Transactions

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2123218	01/01/2011	000006	PPE 12/31/10 JZA ON-CYCLE	125.13		
61101	PAY2128738	01/25/2011	000006	PPE 01/14/11 KA1 ON-CYCLE	125.13		
TOTAL	61101	Regular			250.26		

61301	ACC2125947	01/15/2011	000023	Per Diem	50.00	00002415	JOHN HARRIS
61301	ACC2126556	01/18/2011	000012	Per Diem	150.00	00002416	JOHN HARRIS
TOTAL	61301	Per Diem			200.00		

61401	PAY2123218	01/01/2011	000009	PPE 12/31/10 JZA ON-CYCLE	8.47
61401	PAY2128738	01/25/2011	000009	PPE 01/14/11 KA1 ON-CYCLE	8.66
TOTAL	61401	FICA			17.13

61402	PAY2123218	01/01/2011	000012	PPE 12/31/10 JZA ON-CYCLE	8.97
61402	PAY2128738	01/25/2011	000012	PPE 01/14/11 KA1 ON-CYCLE	8.97
TOTAL	61402	Retirement - Other			17.94

61403	PAY2123218	01/01/2011	000015	PPE 12/31/10 JZA ON-CYCLE	33.95
61403	PAY2128738	01/25/2011	000015	PPE 01/14/11 KA1 ON-CYCLE	36.65

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNLD-ID	DATE	JRNLN-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
TOTAL	61403			Group Insurance	70.60			58%
61404	PAY2123218	01/01/2011	000018	PPE 12/31/10 JZA ON-CYCLE	2.29			
61404	PAY2128738	01/25/2011	000018	PPE 01/14/11 KA1 ON-CYCLE	2.29			
TOTAL	61404			Workers Compensation Insur	4.58			
61404A	0002112555	01/01/2011	000003	State Fund Dividend-NONBUDG	29.05-			
61410	PAY2123218	01/01/2011	000021	PPE 12/31/10 JZA ON-CYCLE	0.43			
61410	PAY2128738	01/25/2011	000021	PPE 01/14/11 KA1 ON-CYCLE	0.44			
TOTAL	61410			State Unemployment Tax	0.87			
62113	0002122490	01/10/2011	000002	Warrant Writing Services	3.44			
62148	0002122491	01/10/2011	000002	SABHRS Administrative Costs	268.04			
621B2	0002122489	01/10/2011	000011	ITSD Server Hosting	0.07			
621B3	0002122489	01/10/2011	000012	ITSD Web Hosting	25.00			
621B5	0002122489	01/10/2011	000008	ITSD EMail	9.16			
621B8	0002122489	01/10/2011	000010	ITSD Operational Support	3.07			
621C5	0002122489	01/10/2011	000009	ITSD Enterprise Services	72.91			
62212	ACC2126556	01/18/2011	000014	Copies	39.91	00002417	STRINGER BUSINESS SYSTEMS INC	
62212	ACC2126556	01/18/2011	000015	February Copier Lease	20.26	00002418	USBANCORP EQUIPMENT FINANCE INC	
TOTAL	62212			Photo & Reproduction	60.17			
62241	ACC2125947	01/15/2011	000024	Office Supplies	26.00	00002409	HELENA STAMP WORKS & ENGRAVING LLC	
62280	ACC2119673	01/04/2011	000012	Water- November	16.35	00002386	LEHRKINDS INC	
62280	ACC2119673	01/04/2011	000014	December Water	12.90	00002403	LEHRKINDS INC	
62280	ACC2119673	01/04/2011	000016	January Cable	35.17	00002406	BRESNAN COMMUNICATIONS LLC	
62280	ACC2130957	01/29/2011	000006	Water - January	19.80	00002419	LEHRKINDS INC	
62280	ACC2130957	01/29/2011	000008	Cable - February	35.17	00002420	BRESNAN COMMUNICATIONS LLC	
TOTAL	62280			Program Expense	119.39			
622B1	0002122489	01/10/2011	000007	ITSD Asset Broker	50.00			
62304	0002130477	01/28/2011	000002	Postage & Mailing	7.01			
623B0	0002122492	01/10/2011	000004	ITSD Voice Services	41.43			
623B4	0002122492	01/10/2011	000003	ITSD Long Distance	0.22			
62489	ACC2125947	01/15/2011	000027	Mileage, Lodging, Meals	90.78	00002410	TAMMY LACEY	
62489	ACC2125947	01/15/2011	000028	Mileage, Lodging, Meals	200.94	00002411	SHARON APPLEGATE	
62489	ACC2125947	01/15/2011	000029	Mileage, Lodging, Meals	227.46	00002413	PATTY MUIR	
62489	ACC2125947	01/15/2011	000030	Mileage, Lodging, Meals	118.32	00002412	JANICE BISHOP	

REPORT ID: MTGL0106-0
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: JANUARY 2011

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

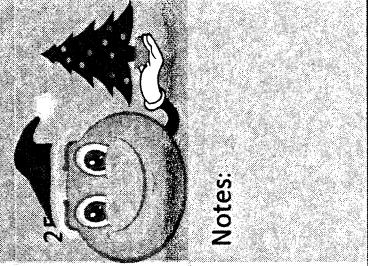
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PART-C Curr Month Detail Expense Transactions

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
62489	ACC2125947	01/15/2011	000031	Mileage, Lodging, Meals	264.18	00002415	JOHN HARRIS	58%
62489	ACC2125947	01/15/2011	000032	Mileage, Lodging, Meals	228.48	00002414	MARY SUSAN E FISHBAUGH	
TOTAL	62489			Non-Employee In State Mileage	1,130.16			
62490	ACC2125947	01/15/2011	000033	Mileage, Lodging, Meals	23.00	00002410	TAMMY LACEY	
62490	ACC2125947	01/15/2011	000034	Mileage, Lodging, Meals	23.00	00002411	SHARON APPLEGATE	
62490	ACC2125947	01/15/2011	000035	Mileage, Lodging, Meals	23.00	00002412	JANICE BISHOP	
62490	ACC2125947	01/15/2011	000036	Mileage, Lodging, Meals	23.00	00002413	PATTY MUIR	
62490	ACC2125947	01/15/2011	000037	Mileage, Lodging, Meals	23.00	00002414	MARY SUSAN E FISHBAUGH	
62490	ACC2125947	01/15/2011	000038	Mileage, Lodging, Meals	41.00	00002415	JOHN HARRIS	
TOTAL	62490			Non-Employee In State Meals	156.00			
62497	ACC2125947	01/15/2011	000039	Mileage, Lodging, Meals	87.67	00002410	TAMMY LACEY	
62497	ACC2125947	01/15/2011	000040	Mileage, Lodging, Meals	87.67	00002411	SHARON APPLEGATE	
62497	ACC2125947	01/15/2011	000041	Mileage, Lodging, Meals	87.67	00002413	PATTY MUIR	
62497	ACC2125947	01/15/2011	000042	Mileage, Lodging, Meals	87.67	00002412	JANICE BISHOP	
62497	ACC2125947	01/15/2011	000043	Mileage, Lodging, Meals	87.67	00002414	MARY SUSAN E FISHBAUGH	
62497	ACC2125947	01/15/2011	000044	Mileage, Lodging, Meals	87.67	00002415	JOHN HARRIS	
TOTAL	62497			Non-Employee In-State Lodging	526.02			
62528	ACC2119673	01/04/2011	000018	January Rent	560.71	00002405	SEB PARTNERSHIP	
62801	0002119869	01/04/2011	000001	Dues	11,216.00-			
62888	0002124971	01/13/2011	000002	Statewide Indirect Costs	267.50			
69301	ACC2126556	01/18/2011	000022	February Copier Lease	74.23	00002418	USBANCORP EQUIPMENT FINANCE INC	
TOTAL				PART-C Curr Month Detail Expense Transactions	7,283.14-			

December 2010

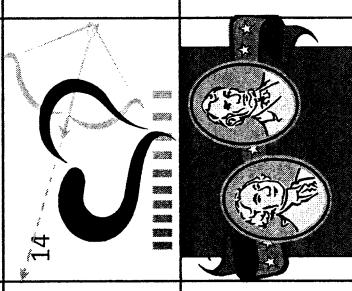
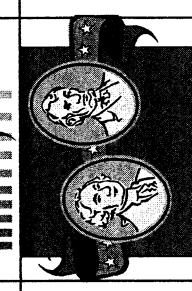
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Notes:



January 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes: January 7, 2011 - Training for Interpreter & Braille Instructors - Pete						
2	Sara Cline of Rural Dynamics RE: Financial Literacy - Patty Bullying - Healthy Schools Network - Steve	4	5		BOE Shared Policy Goals - Joint Subcommittee on Education- Steve and Patty	BPE Budget Presentation - Joint Subcommittee on Education - Steve and Patty
9	10	Jt. Subcommittee on Education - Steve Senate Education Committee - Steve	12	13	CSPAC Meeting - Helena - Pete	14
16		18	19	20	Assessment Conference - Billings - John	21
23				26	Scheduling Conference Call - Case #2010-05 - Steve, Patty, Sharon	27
30		BPE Agency Overview - Steve MSDB Superintendent Evaluation Discussion - Steve	Notes: January 31 - HB 347 - Civics Hearing- Steve		28	29

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 MSDB Committee Meeting Conference Call - Steve, Patty, Bernie, and Cal	9	10	11	12	
13	14 	15 State of Education Speech - Helena - Patty	16 BPE Meeting - Helena	17	18	19
20	21 	22 Training for Interpreter & Braille Instructors - Pete	23	24	25	26 MT Mathematics and Science Showcase - Pete
27	28 Notes:					

Executive Secretary's Report

Thursday, February 17, 2011

By: Steve Meloy/Executive Secretary

The boys (and girls) are back in town and we have had some success in restoring historic general fund support for the Board in the preliminary processes. There is a long way to go, but getting support in the Governor's proposal is very meaningful to the process. Unfortunately his budget has been taking some hits due to lower legislative estimates of revenue and ending cash balances. There has been some discussion regarding raising teacher fees as a way to off-set a structural imbalance with our Special Revenue Fund. Patty sent the Sub-committee a letter indicating the Board's resistance to utilize fees for a General Fund obligation.

There have been a few bills introduced that one could argue could be addressed by the Board. The "bullying bill" (SB 141) of Senator Gillan sought and received collaboration from both the Superintendent of Public Instruction and the Attorney General. Superintendent Juneau described the bill as an opportunity to set minimum standards to address bullying in Montana's schools.

Tim Harris has set a tentative date of February 23 for a statewide meeting to look at training opportunities for instructors for sensory impaired children. This meeting stems from the concern of Steve Gettel of the lack of properly trained and certified teachers.

I attended the full member meeting of the Appropriations Joint Sub-committee and House Standing Committee on Education and mentioned our response to the Legislative Audit findings. I indicated that the statutory requirement for us to spend all of the Special Revenue Appropriation first before General Fund Appropriation was problematic for us and suggested that we should be exempt from this law as are some other agencies. The Chair indicated that the committee may consider legislation to exempt the BPE.

We have not yet received from the Superintendent of Public Instruction a recommendation on the Common Core Standards, however the staff is researching all the ramifications should the Board go forward with adoption. To date, 40 states and the District of Columbia have adopted the standards. California and Colorado adopted on the same deadline for their RTTT application. The states holding out are still voicing concern about the role of the federal government in state's public education.

The work of the Chapter 55 Task Force is back on track with a long and effective meeting in Helena on December 13th and 14th. 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 will meet again in March after the completion of the 2011 Legislature.

I continue to work with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts and have discussed both of these projects at length with the Interim Committee. Interestingly, if some of the legislative initiatives placing requirements on schools pass, the legislature will be confronted with fiscal notes and subsequent fiscal impacts which they will be required to fund to avoid unfunded mandates.

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.

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.

We have experienced a slight increase in our “material and substantial non-performance” cases which come directly to the BPE. We will adjudicate one case this meeting. 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: reviewing all proposed legislation; review with possible substantive amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; 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; 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
- Attended Chapter 55 two-day meeting
- Attended three meetings of the Healthy Schools network
- Presented a BPE overview to the Joint Sub-committee on Appropriations for Education
- Presented to the House Education Standing Committee
- Presented to the Senate Education Standing Committee
- Met with Executive Committee on scheduling conference for litigation
- Met with Agency Legal Services to discuss use of their counsel for our cases
- Met with LFD staff to discuss various proposed drafts impacting the BPE
- Met with personnel specialist from the Department of Administration on performance evaluations
- Met with OBPP to prepare for budget hearings
- Met with Shared Policy Goals staff for clarification on certain legislation
- Drafted correspondence to legislative committees
- Presented our budget to Joint Sub-committee on Appropriations
- Testified against a bill to require civics
- Testified against a bill for an interim study to consider creating private vouchers

The work before the Board continues with a high level of importance, including: preparation for each day of the legislative session; work of Chapter 55 Task Force; working with two interim committees of the legislature; the Common Core concept; Race to the Top implications on ESEA funding; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Counselor Leadership Initiative; the shared policy goals with the legislature; 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.

Montana
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Update Preference List



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NOTE: E-mail notifications of scheduled hearings, hearing cancellations and/or changes will only occur for future dates.

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Default 'Notify of Hearing' flag as bills are added to this list to: **No** ([What's this?](#))

"Notes" users -- This data is stored on a public server, paid for and maintained with public funds, and therefore may be subject to disclosure upon request.

Bills Currently in '2011 Session' List

LC Number	Bill Type-Number	Short Title	Delete Entry	Notify of Hearing	<u>What's New?</u> Notes
LC1578		Require funding before school rules with fiscal impact implemented	Delete	No	Add
LC0102	HB 32	Revise laws regarding general appropriations bills	Delete	No	Add
LC0562	HB 40	Changing the standard for adoption of administrative rules	Delete	No	Add
LC0841	HB 100	Require fiscal notes to include business impact	Delete	No	Add

LC0930	HB 120	Provide for audio minutes as official minutes	Delete	<u>No</u>	Add
LC0360	HB 136	Generally revise school funding	Delete	<u>No</u>	Add
LC1747	HB 154	Eliminate req of Superintendent of Public Instruction hold teaching certificate	Delete	<u>No</u>	Add
LC0684	HB 208	Revise provisions regarding providing and access to student information	Delete	<u>No</u>	Add
LC1623	HB 257	Enter into interstate compact on educational opportunity for military children	Delete	<u>No</u>	Add
LC1793	HB 301	Allow public officials to close meeting for contract negotiation strategy	Delete	<u>No</u>	Add
LC0737	HB 343	Partial zero-based budgeting for state agency budgets	Delete	<u>No</u>	Add
LC0890	HB 347	Revise education laws to provide for civics from kindergarten through 12	Delete	<u>No</u>	Add
LC1617	HJ 7	Study how to cut size of OPI and reduce number of school districts	Delete	<u>No</u>	Add
LC1088	HJ 8	Interim study on reducing childhood hunger in Montana	Delete	<u>No</u>	Add
LC0283	SB 25	Provide monitoring of childhood body mass index trends	Delete	<u>No</u>	Add
LC0139	SB 44	Raise age for compulsory school enrollment	Delete	<u>No</u>	Add
LC0253	SB 53	Amend MAPA to change required language of an e-notice of proposed rule	Delete	<u>No</u>	Add
LC0247	SB 66	Revise laws governing establishment of community college districts	Delete	<u>No</u>	Add
LC0144	SB 79	Increase basic entitlement for schools	Delete	<u>No</u>	Add
LC0736	SB 80	Revise student loan and scholarship laws	Delete	<u>No</u>	Add
LC0449	SB 120	Require publishing of appointed members to all state agency boards	Delete	<u>No</u>	Add
LC0809	SB 127	Require agencies to summarize rules and conform rules to law	Delete	<u>No</u>	Add
LC0091	SB 141	Address bullying in Montana schools	Delete	<u>No</u>	Add
LC0791	SB 145	Require administrative rules to be approved by interim committees	Delete	<u>No</u>	Add
LC1008	SB 165	Revise professional board law regarding discrimination/trade restraint	Delete	<u>No</u>	Add
LC0947	SB 182	Eliminate 2 advisory units for board of regents	Delete	<u>No</u>	Add
LC1828	SB 196	Address bullying in the workplace	Delete	<u>No</u>	Add

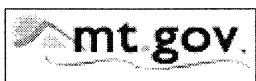
LC1022	SB 198	Revise fiscal note law	Delete	No	Add
LC0913	SB 200	Clarify law pertaining to enrollment in Montana virtual academy	Delete	No	Add
LC0678	SB 208	Allowing Saturday school in K-12 schools	Delete	No	Add
LC1498	SB 227	Requiring a report on advertising of state government services	Delete	No	Add
LC1079	SJ 8	Resolution on urban-rural divide study by U-system	Delete	No	Add

01/31/2011 11:23 AM Mountain Time

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Highlights of the January 13, 2011 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on January 13, 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; Mr. John Harris, Trustee, Eureka; 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.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI; Mr. Le Gaub, Lewis and Clark Troops to Teachers; Mr. Byron McKinney, Lewis and Clark Troops to Teachers; Ms. Jeredene Mayfield, Valier; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Correspondence

Mr. Donovan spoke about a letter he received from the National Assessment Governing Board. The letter notified him of their receipt of his nomination of former CSPAC Chair Dr. Doug Reisig for membership on the National Assessment Governing Board. This was followed by a letter from Marco Ferro thanking Mr. Donovan for his work on the 2010 Montana Educator Forum planning committee. A few suggestions were made by Council members on ways they could improve the 2011 Forum.

Executive Committee

The duties of the committees were outlined for clarification. The Council plans on doing more breakout sessions with committees at future meetings. Chairperson Applegate then gave an overview of the Chapter 55 workgroup, including who is involved, its purpose and principles, what they have accomplished, and what they will work on in the future. Mr. Donovan explained to the Council how the hearing process will go before new rules are approved by the Board.

Executive Secretary's Report

Mr. Donovan spoke about the 2011 Montana Legislative session. Like all state agencies, the Board's budget will experience a 5% cut. However, funds will be added back in once the revenue is more concrete. A number of bills that would affect the Board if passed were discussed. Mr. Donovan then passes out an article from the Wall Street Journal on budget deficits other states are facing and how they are managing the situation. The influx of new legislatures this session was also discussed.

Administrative Officer's Report

Although the standards for instructors of Braille and sign language interpreters have been approved, the challenge of finding ways to get these people qualified still exists. A new group consisting of members from both workgroups is planning on meeting to tackle this issue beginning in February. Funding for Council members to attend national meetings and another WSJ article about school reform in response to the budget crisis were also discussed.

Licensure and Endorsement Committee Report

Ms. Lacey highlighted her *Conducting Investigations & Managing Progressive Discipline Surrounding Alleged Employ Misconduct* PowerPoint originally presented at the 2010 Montana Conference of Education Leadership. The presentation addressed how to manage investigations of employees in schools and how administrators must do a thorough investigation while respecting the rights of those involved in the case. She outlined the basics and the process to keep in mind and follow while conducting the investigation. Many felt this presentation could benefit schools districts throughout the state.

Troops to Teachers Update

Mr. Le Guab and Mr. Byron McKinney from the Lewis & Clark Troops to Teachers spoke to the Council to update them on the work TTT has done in the past few years. The L & C TTT covers the Dakotas over to Oregon. TTT works with retired soldiers to get them certified to teach in the classroom. TTT aims to parlay the skills the soldier utilized while in the service or prior into the area of teaching they enter.

Update on Possible Area of Permissive Specialized Competency in Dance

Ms. Karen Kaufman from the U of M College of Visual and Performing Arts came to present possible draft language that would make dance an area of permissive specialized competency for educator licensing. Ms. Kaufman gave a quick refresher of what she hopes to accomplish with an APSC in dance and answered a few questions about the proposed language. A motion was called and seconded to recommend the proposed language to the Board for approval. Prior to final vote discussion ensued about the vagueness some of the Council members, as well as Dr. Linda Peterson from the Accreditation Division at OPI, felt the language displayed. Dr. Peterson agreed to work with Ms. Kaufman to rework the language to align more with the National Standards and Indian Education for All requirements. The Council moved to vote on the current language resulting in a failed vote. A second motion was called and seconded to call for further refinement of the language through collaboration with the Accreditation Division at OPI. The vote was unanimously approved.

Professional Preparation and Continuing Education Committee Report

Mr. Harris reported to the Council on his recent trip to Portland, OR to attend the Western States Certification Conference. Mr. Harris outlined the conference content and highlights which strongly centered around the National Common Core State Standards. The conference also highlighted teacher performance evaluations, clinically based teacher accreditation, and Race to the Top. Mr. Harris expressed general impressions and concerns he took from the conference, but felt it was a great learning experience for him.

Montana Commission on Teaching Committee Report

Chairperson Applegate explained to the Council unforeseen circumstances required Ms. Muir to leave the meeting early, so she was unable to talk about her ongoing work with mentoring language. Ms. Muir would like to see mentoring language added to state accreditation standards.

Update on OPI School Staffing Project

Ms. Elizabeth Keller from OPI explained the goal of the project is to aid in reporting on teachers licensed in the state and to aid with school Annual Data Collection, which every school district must report back to OPI. At the moment the project RFP has been released and OPI is waiting on a bid.

OPI Update

Dr. Peterson addressed some of the questions Mr. Harris raised on curriculum and the Smarter Balance Assessment Consortium in his presentation under the Professional Preparation and Continuing Education Committee Report. She suggested, and the Council agreed, Ms. Nancy Coopersmith of OPI come and speak on the CCSS at the next meeting. She then gave an update on the merger up NCATE and TEAC into CAEP. Montana now needs to decide its next steps as it currently uses NCATE as its accrediting body for schools of education.

Future Agenda Items

The Council will review its Annual Report and by-laws, as well as evaluate the progress of goals at its March 3, 2011 meeting in Helena.

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.



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

opi.mt.gov

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(406) 444-0169 (TTY)
opi.mt.gov

MEMORANDUM

To: Patty Meyers, Chairperson
Montana Board of Public Education

From: Denise Juneau 
State Superintendent

Date: January 27, 2011

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

RECEIVED

JAN 28 2011

**BOARD OF
PUBLIC EDUCATION**

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

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

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

The following representative has been nominated to MACIE by their respective organization. I concur with the recommendation to accept her as a MACIE member and ask the Board of Public Education to consider and approve following nominee as a member of MACIE:

Bertha Other Bull nominated by the Commissioner of Higher Education to represent the Montana University System.

Thank you.

ITEM 5

COMMISSIONER OF HIGHER EDUCATION'S REPORT

Commissioner Sheila Stearns

ITEM 6

GOVERNOR'S OFFICE REPORT

Dan Villa

ITEM 7

STUDENT REPRESENTATIVE'S REPORT

Tim Seery

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

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

PRESENTER:
Norma Bixby
Chair, Montana Advisory Council on Indian Education
Office of Public Instruction

OVERVIEW: The MACIE Report will provide a summary of the January 28, 2011, MACIE meeting. The MACIE agenda items include: 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.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S):

RECOMMENDATION(S): None

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION MEETING

January 28, 2011 - 8:30 a.m. – 3:00 p.m.

Jorgenson's Inn and Suites

Helena

Agenda

- Welcome, Introductions – Norma Bixby, Chair
- Approval of October 28, 2010 MACIE Minutes
- Digital Academy – Dennis Parman
- Legislative Update – Joyce Silverthorne
- Board of Public Education and Board of Regents Vacancies – Norma Bixby
- Schools of Promise AmeriCorps planning grant and introduction of VISTA volunteers – Deb Halliday
- GEAR UP report – Sandy Merdinger
- School Improvement Grant Update and Introduction of Community Liaisons – Mandy Smoker Broaddus
- Indian Education Division Update
 - ◊ Best Practices
 - ◊ Curriculum Materials
 - ◊ Common Core Standards
- American Indian Student Legal Awareness Program – Kris Goss
- Public Comment



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

EXECUTIVE SUMMARY

DATE: FEBRUARY 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 and the Office of Public Instruction met December 13-14, 2010, at the Red Lion Hotel in Helena.

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; and
4. Establish next meeting dates.

December 13-14, meeting materials are attached.

The December agenda and meeting accomplishments are 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.

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**
December 13-14, 2010
Red Lion Colonial Inn Hotel, Helena

Agenda

Monday, December 13

8:00 – 8:30	Coffee and Conversation
8:30 – 9:00	Welcome Check-in (60-second reading) – What's on the minds of your constituents about the Chapter 55 work?
9:00 – 9:15	Review Expected Outcomes and Accomplishments from Work Session
9:15 – 9:30	Expected Outcomes for December 13-14 Work Session
9:30 – 10:00	Presentation from the Office of Public Instruction Staff
10:00 – 10:15	Constituent Group suggested draft language
10:15 – 10:30	Break
10:30 – 11:45	Work groups review and revise draft language recommendations for consideration by constituents
11:45 – Noon	Public Comment
Noon – 12:45	Lunch
12:45 – 1:30	Prepare Small Group Reports for Joint Task Force Session
1:30 – 3:00	Small Group Reports (3)
3:00 – 3:15	Break
3:15 – 3:45	Small Group Reports (2)
3:45 – 4:45	Individual Reflection/Whole Group Discussion
4:45 – 5:00	Public Comment
5:00	Adjourn for the day Dinner on Your Own



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6:00 Second Meeting of the Framework for the Evaluation of School Leaders and Teachers Subcommittee
Dinner and Work Session

Tuesday, December 14

8:00 – 8:30 Coffee and Conversation
8:30 – 8:35 Work Session Begins
8:35 – 9:00 Update on the Framework for the Evaluation of School Leaders and Teachers Subcommittee
9:00 – 10:15 Whole Group Dialog – Chapter 55 Recommended draft language
10:15 – 10:30 Break
10:30 – 11:45 Whole Group Dialog – Chapter 55 Recommended draft language
11:45 – Noon Public Comment
Noon – 12:45 Lunch
12:45 – 2:30 Performance Based Accreditation Model
2:30 – 3:00 Process to gather comments from Montana educators and the public
3:00 – 3:15 Public Comment
3:15 – 3:30 Checkout (What's on your mind?)
3:30 – 3:45 Hand in Evaluations
 Homework Assignment

Access Chapter 55 Joint Task Force Community Page at the following link:
<http://sm.metnet.mt.gov/login/>

Have you forgotten your password to the Chapter 55 Community Page? Just call the friendly folks at 444-1626.



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Board of Public Education and Office of Public Instruction

Chapter 55 Joint Task Force

Expected Outcomes – December 13-14, 2010 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, December 14, the Chapter 55 Joint Task Force will:

1. Complete Chapter 55 draft rule language recommendations for consideration by constituents; **Recommended draft rule language, changes and no changes, were reviewed, standard by standard, during the December meeting of the Chapter 55 Task Force. The results from the December work session are available for public comment on the OPI Web site below.**

Please send your comments on these draft recommendations to the task force member who represents your constituent group. For Chapter 55 Task Force contact information, go to the OPI Web site

http://www.opi.mt.gov/Programs/SchoolPrograms/index.html?gpm=1_2#gpm1_3

Select Task Force Membership tab

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);
A subcommittee will develop a performance-based accreditation model for consideration by the task force at the next Chapter 55 Task Force work session.
3. Establish working groups and conveners to provide communication between work session; and
The Chapter 55 staffers will develop a new approach to communicate with the Chapter 55 Task Force. Subcommittees of the Task Force will address the Chapter 55 standards in “need of more discussion” in the next months. The work of the subcommittees will be shared with every member of the task force.
4. Establish next meeting dates.
May 16-17, 2011, is the next work session for the task force.



EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION: Common Core State Standards

PRESENTER:
Nancy Coopersmith
Assistant Superintendent
Kristine Goyins
Communication Arts Curriculum Specialist
Office of Public Instruction

OVERVIEW: Information will be 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, will be highlighted.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



Common Core State Standards and Montana Standards Analysis Report

Denise Juneau, Superintendent

Montana Office of Public Instruction
January 2011

opi.mt.gov

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Executive Summary

This report outlines the Office of Public Instruction's process in determining alignment of the Common Core State Standards with the Montana Content Standards. The Common Core State Standards Initiative led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) began in June 2009 with the College- and Career- Readiness Standards and was completed with the release of the K-12 Common Core State Standards in June 2010. The Office of Public Instruction (OPI) began a review process in July 2009 by convening a panel of exemplary Montana educators, including postsecondary professors, to review the drafts and provide feedback on the drafts for the state superintendent's response to CCSSO and NGA. The OPI began an analysis of the Common Core State Standards (CCSS) and the Montana Standards in June 2010 with out-of-state content experts and a team of educators from across the state in August 2010.

The Office of Public Instruction (OPI) 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 CCSS.

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."

A group of K-20 Communication Arts and Mathematics educators from across the state completed an alignment of the Common Core State Standards (CCSS) 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.

A third 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.

This analysis report includes a compilation of the process and detailed results including a complete Achieve Gap Analysis Report as well as SEC contour maps for grade four, grade eight, and grades 9-12. The hope is that this comprehensive examination of the Common Core State Standards, in comparison with the Montana Standards, will inform policy makers and educators as they move forward in effectively educating Montana students.

This report outlines the Office of Public Instruction's process in determining alignment of the Common Core State Standards with the Montana Content Standards. This process began in June 2009 and included Montana educators from across the state.

Common Core State Standards Initiative

The Common Core State Standards Initiative in English/language arts and mathematics, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), began early in 2009. The first drafts of the college- and career-readiness standards were released in July 2009. When the college-and-career draft standards document was released by CCSSO and NGA, the Office of Public Instruction (OPI) convened a panel of exemplary Montana educators, including postsecondary professors, to review the drafts and advise the state superintendent on a response to the draft. The response to CCSSO and NGA provided input to edits made to the college- and career-readiness standards. The college- and career- readiness standards provided the foundation for drafting the K-12 Common Core State Standards (CCSS).

The first K-12 Common Core State Standards draft was released in November 2009. Again, the OPI convened the advisory panel of Montana educators with experience in standards and subject area content to review the draft and advise the state superintendent on a response to the CCSSO, NGA, and the CCSS writing team. The panel examined the draft with an eye for appropriate content and placement of standards at each grade level. Many issues were discussed with research-based pedagogical content considered to fully communicate a response about the draft. A second draft of the K-12 standards was released in February 2010. The OPI was able to follow the same process to provide feedback on the draft as the K-12 CCSS were finalized. The final K-12 Common Core State Standards (CCSS) were released in June 2010.

If states select to adopt the CCSS, 100 percent of the document must be adopted; however each state may determine if there is missing content. If this determination is made, a state may add additional content to their state standards. This directive is critical to Montana because of the lack of American Indian content within the CCSS. Therefore, content would need to be added to the CCSS to meet the Montana Constitutional requirement.

Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS Section 1.

Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

Out-of-State Content Expert Alignment

The Office of Public Instruction (OPI) 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 CCSS. Gary Graves, a private consultant from Oregon, completed the communication arts alignment. Dr. Eric Milou, a professor at Rowan University in New Jersey, completed the mathematics alignment. To complete the alignments the Montana ELE were used rather than the Montana Content Standards or benchmarks. The ELE were created by Montana teachers to provide a grade level learning progression for each benchmark. Therefore, the ELE were used for the alignment because of the difference in the standard statements in the CCSS "grain-size." The CCSS has grade-by-grade standards; Montana has benchmarks at the end of grade 4, end of grade 8 and upon graduation.

Communication Arts

Table 1

ELA Common Core State Standards and Montana Essential Learning Expectations Comparison Summary by Gary Graves		2 = well aligned; 1= somewhat aligned; 0 = not aligned				
Grade	Comment	S & L*	Reading	Lit.**	M. Lit.***	Writing
K	The speaking and listening Montana Essential Learning Expectations (ELE) seem more comprehensive and useful than the Common Core State Standards (CCSS).	0	2	0	0	1
1	There is no match to the Montana media literacy ELE.	0	2	0	0	0
2	Many components of various ELE are wrapped into each CCSS writing standard 1-3.	0	2	0	0	1
3	Of the 27 Reading Common Core standards, The Montana ELE aligns with 18.	1	2	0	0	1
4	There are 18 Montana Speaking and Listening ELE at this grade level. CCSS has 6 standards (standard 1 has 4 lettered expectations) totaling 10 standards at this grade level. Four of the CCSS match with the ELE.	1	2	0	0	1
5	There is no match in the Montana writing ELE to CCSS writing standard 6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	1	2	0	0	1

*Speaking and Listening

**Literature

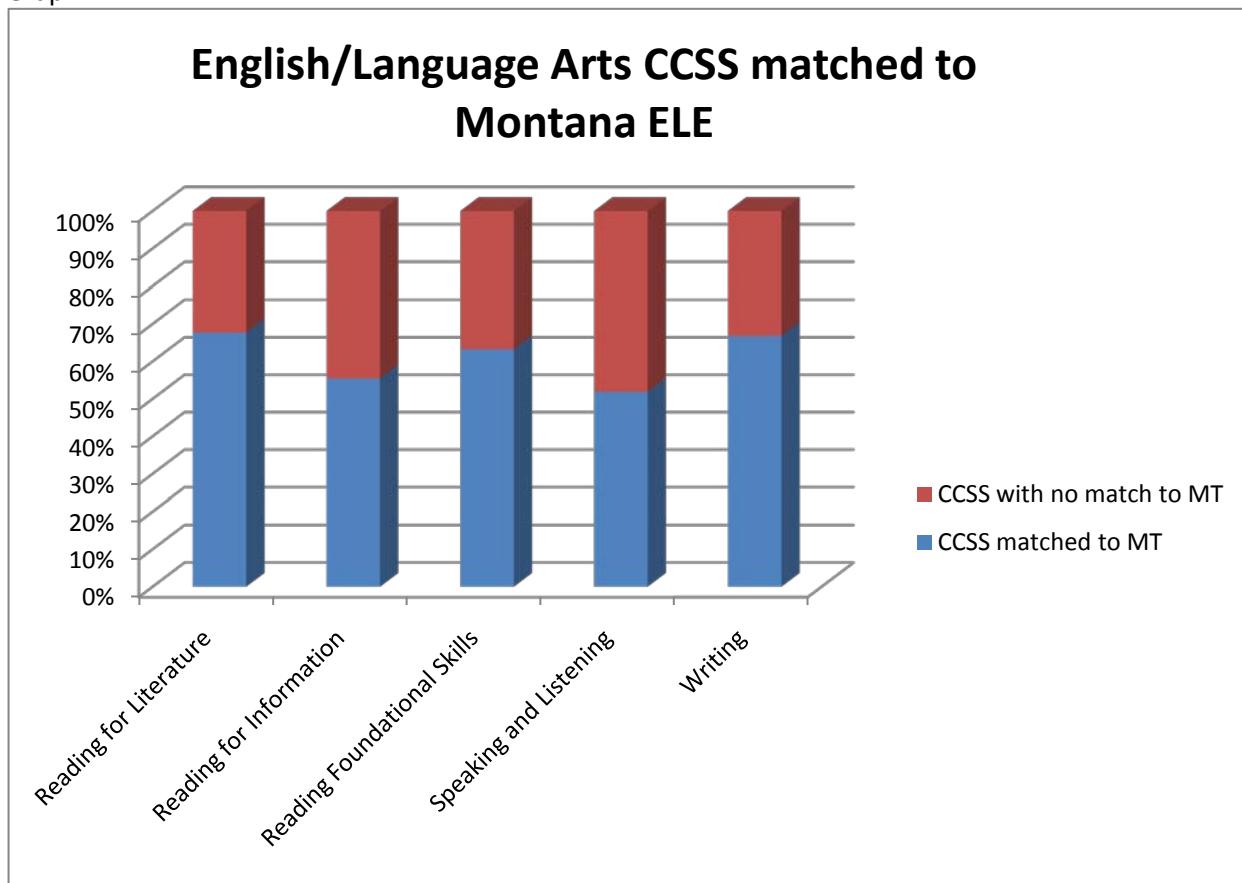
***Media Literacy

ELA Common Core State Standards and Montana Essential learning Expectations Comparison Summary by Gary Graves.		2 = well aligned; 1= somewhat aligned; 0 = not aligned				
Grade	Comment	S & L*	Reading	Lit.**	M. Lit.***	Writing
6	Most of the Montana ELE in grade levels 6-8 are similar or identical to those in earlier grades. There are a few that reflect increasing reading demands and more complex cognition. The CCSS however, increasingly use verbs such as analyze, evaluate, trace and evaluate, compare and contrast, and delineate. The CCSS also require students to understand and apply explicit vs inferential argument, figurative and connotative meanings, objective conclusions vs opinions, analogies and allusions and to be able to assess and prioritize evidence. There does not seem to be a clear progression of those higher-order thinking skills through grades 6-8 in the ELE. In addition, the CCSS become quite specific, and limiting, in what kinds of tasks to which the higher-order actions are applied. Consequently, clear alignment of Grades 6-8 Reading ELE is less evident to me than in Grades K-5.	1	1	0	1	1
7	The Montana literature ELE only has a match to CCSS literature standard 4 and 6.	0	1	0	1	1
8	The three major writing types are separated and elaborated in the CCSS grade-level standards 1-3 and the writing process is identified in CCSS standard 5.	1	1	1	1	1
9-10	Many of the Reading ELE in 9-10 are similar or identical to those in earlier grades, while the CCSS tend to become more rigorous and specific to complex reading tasks. The ELE here also continue to articulate many skills/expectations that the CCSS have dropped for their standards. As a result, Grades 9-10 ELE increasingly exhibit less obvious alignment to the CCSS.	0	2	1	1	1
11-12	In the Common Core 11-12 grade band the standards become increasingly more specific, especially in standards 4 – 9.	1	1	0	1	1
Overall	<p>After becoming very familiar with the ELE and the Common Core this summer I believe 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:</p> <ul style="list-style-type: none"> 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; and 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. <p>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.</p>					

As noted in table 1 above, the alignment completed by Gary Graves matched the Montana ELE to the CCSS. The results show that in the area of Reading there is good alignment between the two documents. In the areas of speaking and listening and media literacy in the Montana ELE do not align well with the CCSS. The CCSS weave media literacy into the standards, rather than having a stand alone standard and benchmarks. In the area of speaking and listening, the Montana ELE focus more on processes and strategies of communication. The CCSS emphasize comprehension, collaboration, and presentation of knowledge and ideas through communication.

The Montana writing ELE have a weak alignment to the CCSS writing standards. The CCSS present each type of writing with elaboration on the knowledge and skills the students need.

Graph 1



The above graph displays the findings of Gary Graves' alignment between the CCSS and the Montana ELE. The x axis represents the strands of the CCSS. The blue bars represent the CCSS that had knowledge and skills that matched the Montana ELE. The red bar represents the knowledge and skills within the CCSS that Mr. Graves determined are not within the Montana ELE.

The graph shows that the strand of the CCSS with the best match to the Montana ELE is Reading for Literature. The match between the Montana ELE and the CCSS is not as strong with Reading for Information. The Montana document that does not separate the two types of text, it only contains one reading standard. The graph shows that the strand of the CCSS with the fewest matches to the Montana ELE is speaking and listening. The CCSS does not address the process of communication as the Montana benchmarks do. The CCSS also approaches speaking and listening from a business preparation approach much more than the Montana benchmarks.

Mathematics

Table 2

Mathematics Common Core State Standards and Montana Essential Learning Expectations Comparison Summary by Dr. Milou		2 = well aligned; 1 = somewhat aligned; 0 = not aligned			
Grade	Comment	Number	Algebra	Geometry	Prob/ Stat*
K	Common Core expectations are higher including counting to 100 and writing 0 to 20. No standards on patterns in Common Core.	1	0	2	NA
1	Standards are very similar in grade 1. Common Core specifies add and subtract within 20 (and word problems). No algebra standards in common core.	2	0	2	NA
2	Geometry standards in common core have no match in Montana. Data Analysis standards are less in common core (no mention of min, max, and range). Algebra standards in Montana have no match in Common Core.	2	0	1	0
3	Common Core has specific expectations (far more specific than Montana standards) with fractions. Common Core begins study of area (no mention in Montana in grade 3). Montana's probability and geometry standards are misaligned here as common core has NO probability and a different set of geometry standards. Common core focuses on area in geometry and Montana has several different expectations in geometry.	0	1	0	1
4	Very specific expectations in Common Core on fractions and decimals. Common Core geometry standards have no match with Montana ELE.	0	1	0	1
5	Common Core starts multiplication/division of fractions (no mention in Montana). Montana ELE have many geometry benchmarks not called for in the Common Core in grade 5.	0	1	1	1
6	Common Core begins study of integers (no mention in Montana). Common Core begins study of one variable equations and inequalities. No probability expectations in grade 6 in Common Core.	1	1	1	1
7	Operations with integers in Common Core (not in Montana). Algebraic expectations are more rigorous in Common Core.	1	1	2	2
8	Common Core algebra expectations are more specific but rigor is about the same.	2	2	2	2
HS	Common Core has many more expectations including complex numbers, vectors, more rigorous and specific algebra standards, trig, and circle standards.	1	0	0	2

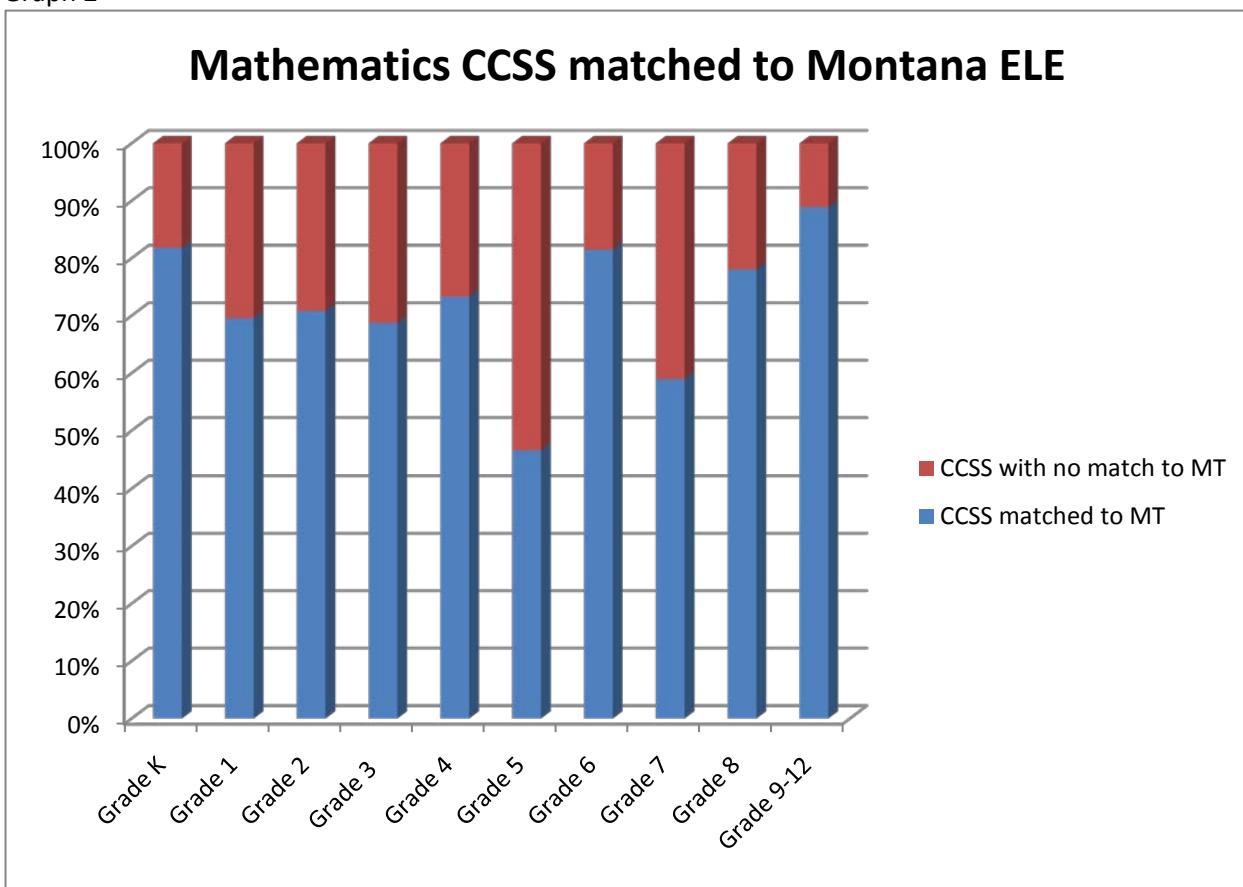
*Probability/Statistics

Overall	Common Core standards are more specific than Montana ELE. The Common Core has little to no algebraic expectations in grades K-3. The Common Core pushes 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.	1.0	0.7	1.1	1.3
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As noted in Table 2 above, the CCSS K-2 standards align well with Montana ELE in Number and Geometry. This is due to the CCSS emphasis on Number in the primary grades. The grade-to-grade comparison results in a 1 or 0 alignment in grades 3-5 because several CCSS are at a different grade level

than Montanas ELE. This grade-to-grade comparison also results in grade 8 having well aligned scores. Grade 8 has the best alignment in all four areas indicating that the Montana ELE and CCSS expectations for high school are similar.

Graph 2



The graph above displays Dr. Eric Milou's alignment between the CCSS and the Montana ELE. Dr. E. Milou compared the Essential Learning Expectations for each grade level with the corresponding CCSS grade level standards. The blue bars represent the percent of Montana grade level ELE that matched the CCSS grade level standards. The red bar represents the percent of Montana grade level ELE that did not match the CCSS grade level standards. Kindergarten and high school have the greatest percent of matches showing that Montana ELE and CCSS start with similar expectations in kindergarten. Montana ELE outlines a different path or progression through grades 1-8. Montana ELE and CCSS end with similar expectations in high school. Grade 5 is interesting because Montana ELE has a K-4 and a 5-8 progression of expectations versus CCSS with a K-5 and a 6-8 progression of expectations.

Achieve Gap Analysis Process

A group of K-20 Communication Arts and Mathematics educators from across the state were brought together in August 2010 to complete an alignment of the CCSS with the Montana Essential Learning Expectations using the Achieve Gap Analysis Tool. The educators worked in grade level teams using a comparison process to determine the alignment level of the knowledge and skills the CCSS and Montana ELE matched (0- no match, 1- weak match, major aspects of the Common Core not addressed, 2-good match, with minor aspects of the Common Core not addressed, and 3-excellent match). The team also included notes within the alignment document to indicate why it was or was not a good match and if it was an appropriate place for Indian Education to be included in the CCSS.

At the conclusion of the comparison process the teams discussed the results and made a recommendation based solely on the expected knowledge and skills for K-12 students stated within the documents.

Communication Arts

The majority of the Communication Arts Analysis Team stated that Montana should adopt the CCSS. It was difficult for the group of educators to base the decision only on the knowledge and skills outlined in the document without bringing in other considerations. The table reflects some of the overall advantages and disadvantages of the CCSS based on the team's discussion.

Table 3

Communication Arts Analysis Team	
Advantages of CCSS	Disadvantages of CCSS
CCSS will provide common expectations for college entrance, for teacher preparation and beginning teachers	Cultural and societal issues are not addressed
Increased rigor	21 st century goals are largely missing
Consistent learning skills for all students	CCSS based on a business model that is marginalizing creativity
Specific skills are required, but the teacher approach to instruction is not dictated	Self-monitoring and reflection pieces are missing throughout
Test scores will be more comparable across the nation	Anthology approach in instruction is implied

Mathematics

The Mathematics Analysis Team unanimously agreed and wrote the following recommendations.

"We, PK-20 mathematics educators from across Montana, recommend that Montana adopt Common Core State Standards because this is what students need to know and be able to do." (August 13, 2010)

"We, PK-20 mathematics educators from across Montana, recommend that Montana culturally relevant standards be added to the Common Core State Standards. The Montana Constitution (MCA 20-1-501, Article X) clearly states that any adopted standards must include Indian Education for All. Therefore, culturally relevant standards must be integrated within the Common Core State Standards at each grade level." (August 13, 2010)

During the intense analysis, the team recorded notes to identify areas that need to be addressed if the CCSS are adopted. The primary differences between the CCSS and the Montana ELE noted by the mathematics team were the exclusion of culturally relevant standards. The CCSS language gives a very explicit description of what students need to know and be able to do, leads to conceptual understanding not simply skills, and increases expectations in high school which includes science, technology, engineering, along with mathematics (STEM). These differences create a critical need for professional development and well planned implementation.

Table 4

Mathematics Analysis Team	
Advantages of CCSS	Disadvantages of CCSS
Increased expectations for use of technology	Cultural relevance missing, specifically (including those of Montana American Indians)
Consistent expectations (accountability)	CCSS language inconsistent across grade levels
Mathematical practices are part of standards	Multiple concepts within each of the CCSS standards
Focus on explain, analyze, justify	
Well designed and consistent conceptual continuum Strong vertical structure	Lack of correspondence to Montana grade level ELE
Continuity across the nation	Montana in NAEP top 5 already with local control Takes 13 years for full implementation
More prescriptive for teacher Concepts specific More specific in use of math terms	CCSS very wordy at times CCSS explicit, detailed strategies
CCSS indicate real world applications	Elementary focus on number and not world application
Full-day kindergarten standards /provide consistency in Kindergarten programs	Probability not emphasized in K-5
Coordinate planes included in K-8 standards	Written to prepare 8 th graders for algebra
Consistent progression of concepts	Excessive data analysis and probability (9-12)
Function notation emphasized (9-12)	Probability is only 9 out of 31 statistics-data standards
Advanced courses delineated in 9-12 High conceptual expectations (9-12)	CCSS assumes a minimum of three years math in high school
End goal of college – career readiness	HS 9-12 has 190 standards

Achieve Gap Analysis Report

Achieve, an independent, bipartisan, non-profit education reform organization, designed the Common Core Comparison Tool; the data are the result of judgments made by the members of the state analysis team which were a group of K-20 Communication Arts and Mathematics educators from across the state. The following is a summary of the Achieve Analysis report.

Communication Arts

The Communication Arts Achieve report outlines the findings of the alignment team (Appendix A). The team determined that 81 percent of the CCSS match the Montana ELE.

The alignment also shows the strength of the alignment between the CCSS and the Montana ELE. Overall the match of the CCSS to the Montana ELE was 81 percent. A further look at the degree of alignment is as follows:

- 26% of the CCSS are excellent matches to the Montana ELE;
- 38% of the CCSS are good matches to the Montana ELE;
- 16% of the CCSS are weak matches to the Montana ELE; and
- 19% of the CCSS have no match to the Montana ELE.

These percentages do not include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects as they were not part of this alignment process.

Additional graphs contained in the analysis report give a grade-by-grade categorization of the alignment. For example, in kindergarten 86 percent of the Montana ELE matched the CCSS. A further look at the degree of alignment is as follows:

- 42% of the CCSS are excellent matches to the Montana ELE;
- 26% of the CCSS are good matches to the Montana ELE;
- 18% of the CCSS are weak matches to the Montana ELE; and
- 14% of the CCSS are no match to the Montana ELE.

The Achieve report contains two summary tables. Table 1 gives a total of the CCSS standards and the degree of alignment by the number of standards. For example in the Grade 11-12 band there are 78 standards total. Eighty-three percent are matched by the Montana ELE.

- 8 standards are excellent matches to the Montana ELE
- 53 are good matches to the Montana ELE
- 4 are weak matches to the Montana ELE
- 13 have no match within the Montana ELE

Table 2 contains the number of standards within the CCSS by strand.

Grade 5 of the CCSS has 85 total standards:

- 9 Reading for Literature;
- 10 Reading for Informational Text;
- 6 Reading for Foundational Skills;
- 26 Writing;
- 10 Speaking and Listening; and
- 24 Language.

In conclusion, the Achieve Gap Analysis indicates there is good alignment of the CCSS and the Montana ELE. Many of the CCSS that do not have a match within the Montana ELE are written more explicitly than the Montana ELE. For example, there is no match in first grade to CCSS Reading Foundational Skills Standard 2, 2a, and 2b:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

The Montana document contains these skills; however it is implied rather than explicitly stated as in the CCSS.

Mathematics

The Mathematics Achieve Report outlines the findings of the alignment team (Appendix B). The team determined that 90 percent of the 440 CCSS (exclusion of the 55 "+" high school science, technology, engineering, mathematics (STEM) standards) match the Montana ELE.

The team determined 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.

A deeper look to examine the strength of the matches between the 495 CCSS and the Montana ELE is as follows:

- 26% of the CCSS are excellent matches to the Montana ELE;
- 35% of the CCSS are good matches to the Montana ELE;
- 21% of the CCSS are weak matches to the Montana ELE; and
- 19% of the CCSS have no match to the Montana ELE. The 19 percent no match reflects the fact Montana has 54 high school ELE and CCSS has 190 high school standards.

A deeper look to examine the strength of the matches between the 440 CCSS and the Montana ELE (excludes 55 "+" standards in high school, Non "+") is as follows:

- 28% of the CCSS are excellent matches to the Montana ELE;
- 38% of the CCSS are good matches to the Montana ELE;
- 23% of the CCSS are weak matches to the Montana ELE; and
- 10% of the CCSS have no match to the Montana ELE.

The “**How do Montana standards compare to the Common Core at each grade K-8?**” graph gives a grade-by-grade categorization of the alignment.

- 9% of Montana grade 6 ELE and 3% of Montana grade 8 ELE had no match to CCSS;
- all other grades had a match to CCSS;
- Excellent matches range from 58%, Grade 2, to 12%, Grade 8;
- Good matches range from 76%, Kindergarten, to 30%, grade 6; and
- Weak matches range from 45%, Grade 8, to 3%, Grade 3.

The report includes three graphs examining the high school matches because high school is compared using 135 Non “+” standards for all students to be college and career ready as well as a comparison of the 55 “+” standards.

- 30% of the 135 Non “+” high school standards had no match;
- 43% of the 135 Non “+” high school standards had an excellent to good match;
- 87% of the 55 “+” high school standards had no match; and
- 9% of the 55 “+” high school standards had an excellent to good match.

The final graph showing grade-level differences represents where the K-8 grade level similarities and differences are between Montana ELE and CCSS. This graph indicates there is a different grade level progression between the CCSS and Montana ELE in grades 2 through 8.

- The highest percent of CCSS addressed at the same grade level is 75% at Grade 8
- The lowest percent of CCSS addressed at the same grade level is 57% at Grade 6
- The highest percent of CCSS addressed after Montana ELE is 21% at Grade 2
- Grades 2-8 have CCSS addressed after Montana ELE with the highest percent at Grade 2, 21%
- The percent of CCSS addressed before Montana ELE ranges from 56% at Grade 1 and 18% at Grade 4

In conclusion, the Montana ELE is a good to excellent match with the CCSS. The percent of the CCSS addressed before and after Montana ELE provide differences for each grade level between the two documents. This information presents what standards remain at each grade level and what standards move to a different grade level. Taking into consideration the CCSS are written using explicit mathematical language with precise detail, the matches are valuable in providing clear expectations at each grade level and across the grade bands. For example, standards for probability and statistics do not start until grade 6 and are applied in high school. 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. Through the close examination of the results, the information included in the Achieve report confirms the alignment team’s findings.

Content maps created through the Surveys of Enacted Curriculum (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 level of cognitive demand to which the students must apply the knowledge and skills. Cognitive demand is the instructional expectation the teacher has for the student.

The contour maps are read like topographical maps. The "altitude" on the map indicates the expected instructional time based on the content within the documents. The white areas indicate little or no content at the given level of cognitive demand. The darker colors represent an increased amount of instructional time. The placement of the colored areas on the x-axis indicates the cognitive demand of the standards.

The map also indicates the coarse grain alignment or fine grain alignment of the standards shown on the upper-right corner of the map. The alignment is a comparison made between the two content matrices. The coarse grain maps are generated from the topics within a content area. For example, in English Language Arts, a topic on a coarse grain map is vocabulary. On a fine grain chart under the topic of vocabulary are the subtopics of compound words and contractions, inflection forms, word origins, analogies, etc.

The University of Wisconsin-Madison considers a coarse grain alignment of 0.50 and a fine grain alignment of 0.25 as good alignment. The greater the alignment number above these thresholds, the stronger the alignment.

Communication Arts

The English Language Arts Content map (Appendix C) for grade four has the CCSS on the left and the Montana benchmarks on the right. The CCSS in grade four focus on the knowledge and skills of critical reasoning, elements of presentation, writing applications and language study. Speaking and presenting also appears on the map as a focus, but not as much instructional time should be spent within this area compared to the topics previously listed. Montana has a large emphasis in comprehension, elements of presentation and speaking and presenting.

The Montana benchmarks have a content emphasis in the areas of comprehension, elements of presentation (verbal and written), and speaking and presenting. All of these content areas are in the cognitive domain of perform procedures/explain and generate/create demonstrate. The CCSS focuses on critical reasoning and writing applications in the analyze/investigate level of cognitive demand. Language study is in the perform procedures/explain level of cognitive demand.

The English Language Arts Content map (Appendix D) for grade eight has the CCSS on the left and the Montana benchmarks on the right.

The Montana benchmarks have a content emphasis in the areas of comprehension, elements of presentation (written and verbal), and speaking and presenting. The level of cognitive demand for the three is generate/create/demonstrate. The CCSS focuses on vocabulary, critical reasoning, elements of presentation, writing applications, language study and speaking and presenting. The level of cognitive demand is the same as the Montana benchmarks generate/create/demonstrate with the exception of critical reasoning, which is at the level of analyze/investigate.

A fine grain map, for writing applications (Appendix E), is included for grade 8. The CCSS are on the left and the Montana benchmarks are on the right. The fine grain map shows a more explicit illustration of the knowledge and skills within the coarse grain maps. The Montana benchmarks, under “writing applications,” focus on technical writing with some instruction in expressive writing, both at the generate/create/demonstrate level of cognitive demand. The CCSS emphasizes narrative, expository, and persuasive writing with some instruction in technical writing all at the same level of cognitive demand as Montana.

The final English Language Arts Content map (Appendix F) displays CCSS grades 9-12 on the left and Montana grade 12 benchmarks on the right. The Montana benchmarks have a content emphasis in the areas of comprehension, elements of presentation (verbal and written), and listening and viewing. Elements of presentation are at the generate/create/demonstrate level of cognitive demand. The other two are in the analyze/investigate level of cognitive demand. The CCSS focuses on critical reasoning at the analyze/investigate level of cognitive demand. Additional areas of focus are elements of presentation (verbal and written) and language study with some emphasis on writing applications and speaking and presenting all at the generate/create/demonstrate level of cognitive demand.

Mathematics

The grade four Mathematics Content map (Appendix G) shows the CCSS on the left and the Montana benchmarks on the right. Both the Montana benchmarks and the CCSS have a content emphasis in the areas of number and operations. The difference is 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.

A fine grain map in grade four specifically deals with data displays (Appendix H). The CCSS is on the left and the Montana benchmarks are on the right. The fine grain map shows a more explicit illustration of the knowledge and skills within the coarse grain maps. The CCSS under “data displays,” focus on line plots (not line graphs) at the perform procedures level of cognitive demand. The Montana benchmark has a general emphasis on tables, bar graphs, pictographs, stem and leaf plots, as well as line plots at the perform procedures level of cognitive demand.

Looking from the grade four Mathematics Content map to the grade eight Mathematics Content map (Appendix I), notice that 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. Montana’s level of cognitive demand has a broader

range from perform to prove; while CCSS has the level of cognitive demand from perform procedures to make connections only in the area of algebra and geometry.

Grades 9-12 Mathematics Content map (Appendix J) displays CCSS on the left and Montana grade 12 benchmarks on the right. 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 are finally seen on the CCSS map which is noticeable when looking at grade four, grade eight, and grades 9-12 together. The progression for CCSS shifts from number to algebra. The progression for Montana encompasses all content areas with a focus on number in K-4 and geometry in 9-12. Therefore, Montana has the highest level of cognitive demand, solve non-routine problems and make connections at 9-12. The CCSS level of cognitive demand focuses on perform procedures and demonstrate understanding.

Conclusion

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

Communication Arts

The examination of the evidence from this three-part process confirmed that the Montana Communication Arts standards do align with the Common Core State Standards. The CCSS is more explicit, Montana more implied, in the knowledge and skills a student must have in the learning progression. The Montana Communication Arts Standards have benchmarks that are specific to Media Literacy; the CCSS interweaves Media Literacy within the document. The CCSS contains a strand that addresses language; Montana does not have the depth of knowledge and skills in this area. Neither document suggests how the skills should be taught; that decision is left for the district, school and/or teacher.

A concern of the analysis overall is the lack of cultural context within the CCSS. Therefore, it will be necessary to convene an expert panel of educators in both content and Indian Education to add culturally relevant content to the CCSS.

The Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects in grades 6-12 place needed expectations for literacy across the content areas. These standards are the responsibility of the content area teacher and would be an overall benefit for student achievement in literacy. The Montana Communication Arts Standards currently do not address literacy within the content areas.

Mathematics

The examination of the evidence from this three-part process confirmed that the Montana Mathematics standards do align with the Common Core State Standards. The only point of concern is the exclusion of relevant cultural context in the CCSS. Therefore, it will be necessary to convene an expert panel of educators in both content and Indian Education to add culturally relevant content to the CCSS.

Although the Montana standards statements are more implied and 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 Montana progression takes into account that each grade level has a specific content focus which builds students' understanding in all four areas along the K-12 continuum. 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). Therefore, implementing either Montana Standards or the CCSS will provide the learning students need throughout K-12.

Appendix A-

Communication

Arts,

Achieve Gap

Analysis Report

Achieve designed the Common Core Comparison Tool; the data are the result of judgments made by the members of the state analysis team which was a group of K-20 Communication Arts and Mathematics educators from across the state. The following report has been generated by Achieve using the Montana data.

English Language Arts Findings

Intended for audiences such as district leaders, teachers, content experts, and other close advisors to the standards development process in your state.

A Comparison of the Montana English Language Arts Standards to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

Introduction

The Common Core State Standards Initiative began in 2009, when 48 states, 2 territories and the District of Columbia signed a memorandum of agreement with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and committed to a state-led process to establish a single set of clear educational standards for English-language arts and mathematics that states can share and voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.

The Common Core Comparison Tool, designed by Achieve, provides an online process and guidelines for matching the state's current standards with the Common Core Standards. The state has completed a comparison of your English Language Arts (ELA) standards with the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. Please note that while Achieve designed the Common Core Comparison Tool; the data are the result of judgments made by the members of the team within your state who completed the process. This summary report highlights key findings from the comparison they conducted and provides guiding questions to help interpret your results. We hope these data will be helpful as you consider the adoption and implementation of the Common Core State Standards.

(1) What percentage of the Common Core Standards matched with the Montana ELA Standards?

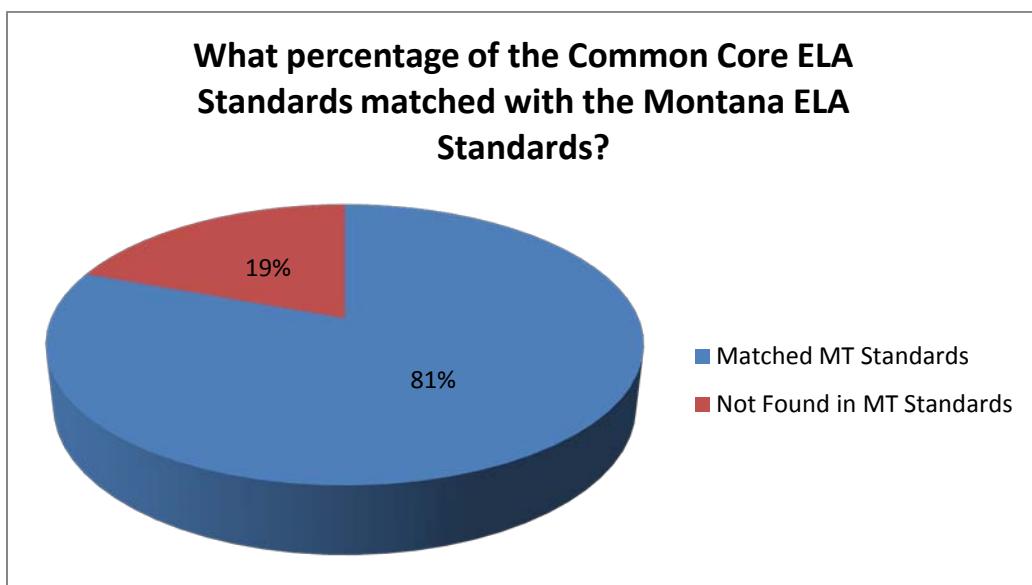


Chart Reads: Your state team rated 81% of the K-12 Common Core Standards as having a match to your state standards. Your state team determined that 19% of the K-12 Common Core Standards had no match to your state standards. *Note: The denominator does NOT include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects.*

It is important to take a deeper look at these matches and examine the strength of the match (excellent, good, weak) in various strands and at various grade levels. It is also important to look closely at the Common Core content that is not matched by your state standards. Consider what the implications are for classroom instruction, professional development, and curriculum materials in your state. Detailed lists of the Common Core Standards that were not matched to your state's standards are available and will be helpful in determining next steps with respect to adoption and implementation.

(2) How did we rate our state's degree of match with the Common Core? What percentage of the Common Core standards has no match to our state's ELA standards?

Your state rated the degree of match according to the following scale:

Table 1: Ratings Summary

- 3 = **Excellent match** between the state standards and the Common Core
- 2 = **Good match**, with minor aspects of the Common Core not addressed
- 1 = **Weak match**, with major aspects of the Common Core not addressed
- No Match = There is **no state match** with the Common Core standard

Overall, your team rated the Common Core matches as follows: 26% were an excellent match to your state standards, 38% were a good match to your state standards, and 16% were a weak match to your state standards. 19% of the Common Core State Standards in English Language Arts were identified as having no match to your state standards.

How Strong were the Matches Between the K-12 Common Core Standards and the Montana ELA Standards?

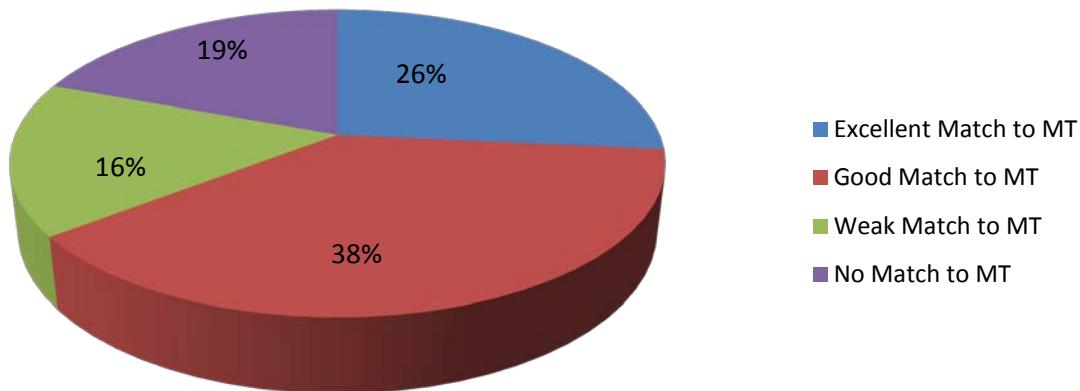


Chart Reads: Your state team rated **26%** of the Common Core Standards as an excellent match to your state standards. *Note: The denominator does NOT include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects.*

It is also important to look closely at the Common Core content that is not matched by your state standards. Consider what the implications are for transitioning to the Common Core and the impact on teacher training and professional development.

(3a) How do the Common Core compare to our state ELA standards at the K-5, 6-8, and 9-12 grade bands?

For ease of analysis when using this tool, the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects are organized into 3 grade bands: elementary (K-5), middle school (6-8) and high school (9-12).

- A. Of the **Common Core elementary standards (K-5)**, your team rated 33% an excellent match, 27% a good match, and 16% a weak match to your state standards. 23% of the Common Core elementary standards were identified as having no match in your state standards.
- B. Of the **Common Core middle school standards (6-8)**, your team rated 15% an excellent match, 61% a good match, and 10% a weak match to your state standards. 14% of the Common Core middle school standards were identified as having no match in your state standards.
- C. Of the **Common Core high school standards (9-12)**, your team rated 22% an excellent match, 38% a good match, and 10% a weak match to your state standards. 14% of the Common Core high school standards were identified as having no match in your state standards.

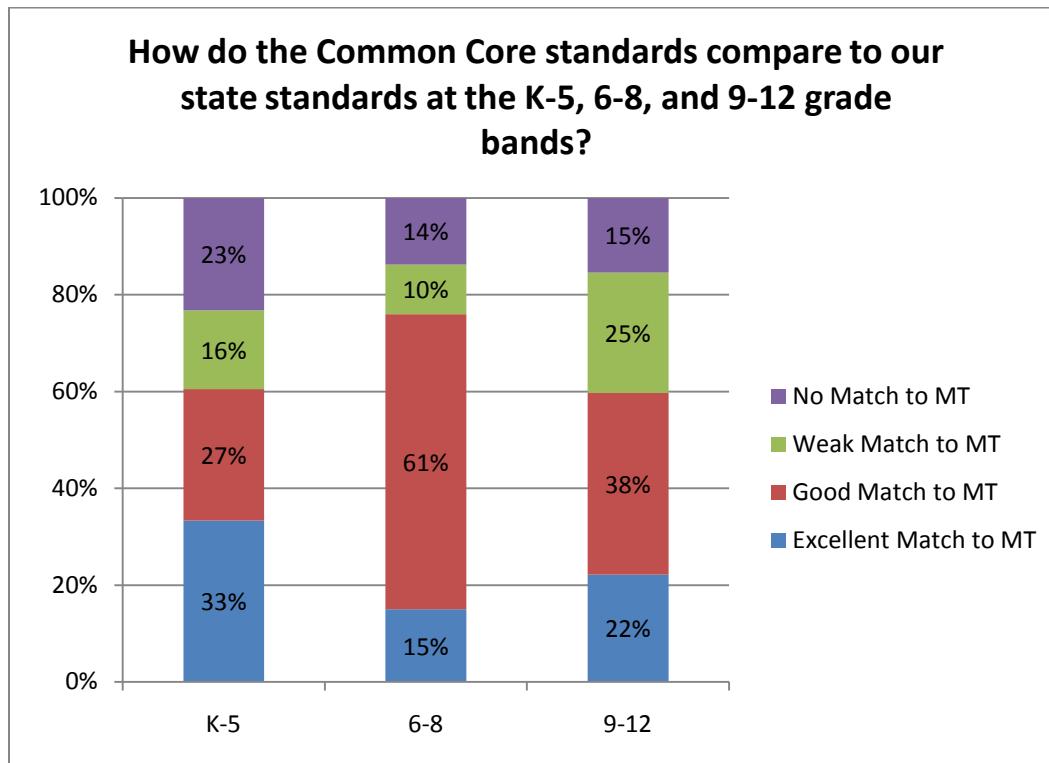


Chart Reads: Of the Common Core elementary standards (K-5), your team rated 33% an excellent match, 27% a good match, and 16% a weak match to your state's ELA standards with 23% having no match. Of the Common Core standards (6-8), your team rated 15% an excellent match...etc. *Note: The denominator does NOT include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects.*

(3b) How do the Common Core ELA standards compare to our state at each grade?

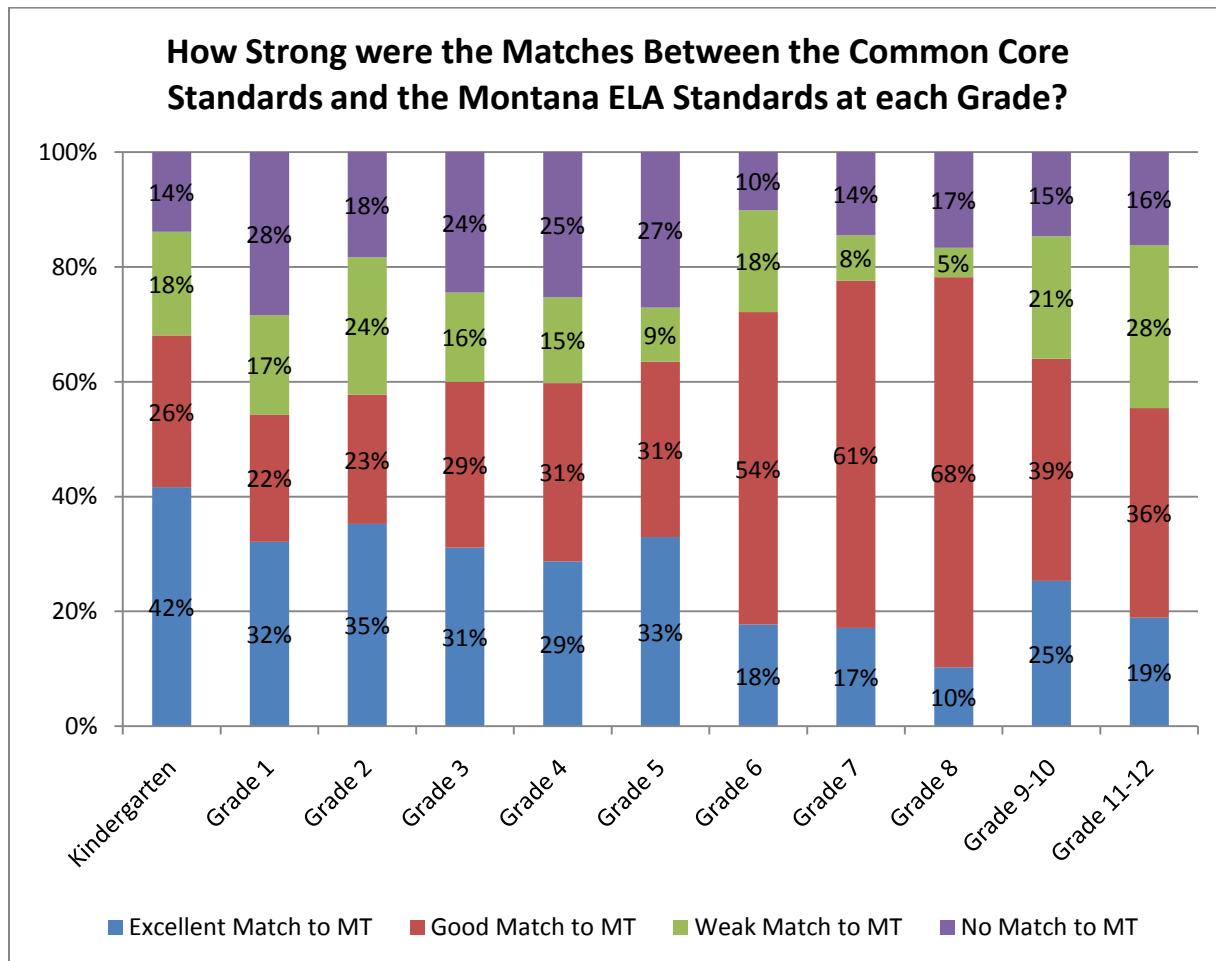


Chart Reads: In Kindergarten your team rated 42% of the Common Core Standards as having an excellent match, 26% a good match, and 18% a weak match to your state's ELA standards with 14% having no match. Of the Common Core standards in 1st grade, your team rated 32% an excellent match...etc. *Note: The denominator does NOT include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects.*

(3c) What percentage of the Common Core Standards were matched – at any level – to the Montana standards?

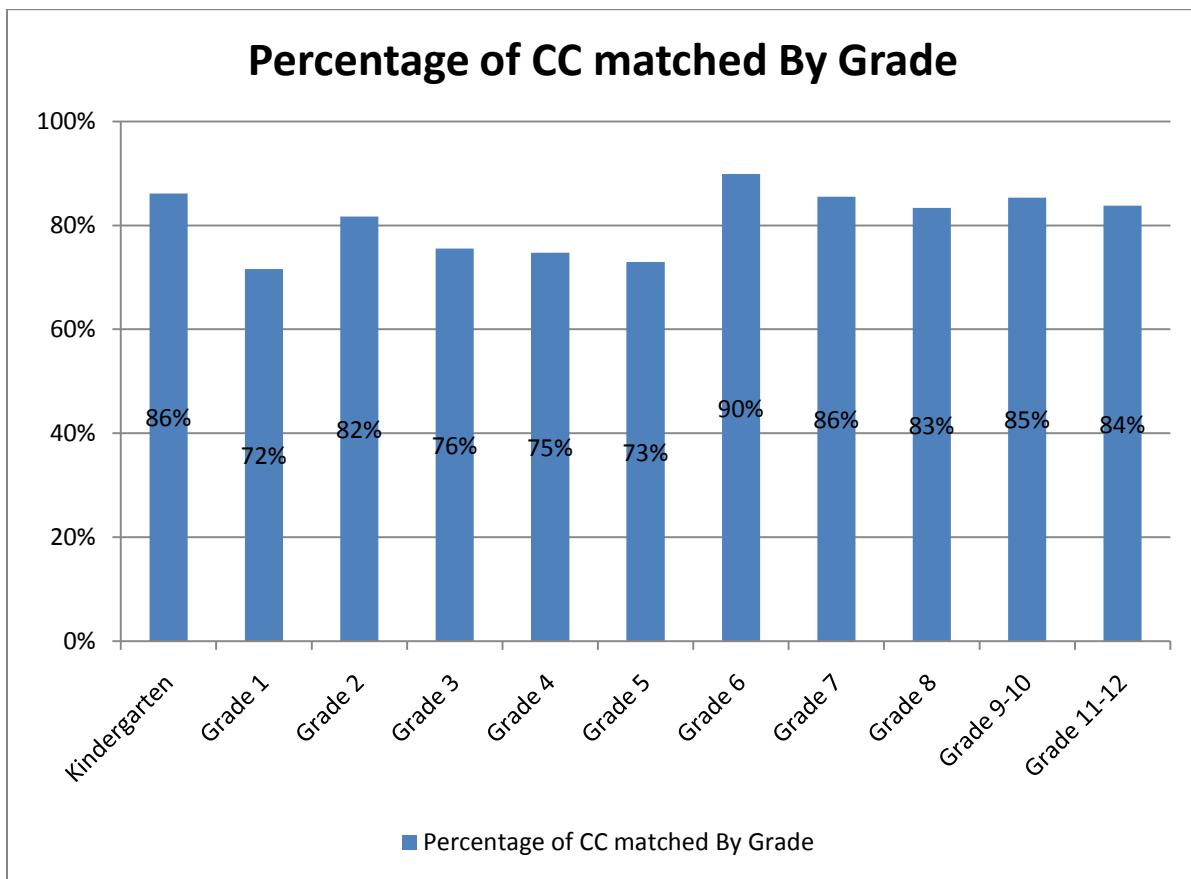


Chart Reads: In Kindergarten your team matched 86% of the Common Core Standards to a Montana standard.

Note: The denominator does NOT include the College and Career Readiness Anchor Standards or the 6-12 Standards in Literacy in History/Social Studies, Science and Technical Subjects.

Summary Tables

ACHIEVE NOTE: Due to the variable number of standards at each grade, strand, subset, etc., you might find it helpful to include frequencies (the number of standards) along with percentages when presenting your data. The below table provides the denominators for each strand and grade as well as the CCR Anchors.

Table 1

Grade/ Grade Band	Total # of Common Core standards at grade level	% of Common Core matched	Excellent Match to State XX (# of 3s)	Good Match to State XX (# of 2s)	Weak Match to State XX (# of 1s)	# of non-matched standards
Grand Total K-12 (includes 32 CCR Anchors and Literacy in History, Science, and Technology standards)	868	81%	230	330	140	168
Kindergarten	72	86%	30	19	13	10
Grade 1	81	72%	26	18	14	23
Grade 2	71	82%	25	16	17	13
Grade 3	90	76%	28	26	14	22
Grade 4	87	75%	25	27	13	22
Grade 5	85	73%	28	26	8	23
Grade 6	79	90%	14	43	14	8
Grade 7	76	86%	13	46	6	11
Grade 8	78	83%	8	53	4	13
Grade 9-10	76	86%	13	46	6	11
Grade 11-12	78	83%	8	53	4	13

Table 2

Grade/ Grade Band	Totals	Reading for Literature (RL)	Reading for Informational Text (RI)	Reading for Foundational Skills (RF)	Writing (W)	Speaking and Listening (SL)	Language (L)	Reading Literacy in Science and Technical Subjects 6-12 (RST)	Reading for Literacy in History/Social Studies 6-12 (RH)	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (WHST)
Kindergarten	72	9	10	17	7	8	21	N/A	N/A	N/A
Grade 1	81	9	10	19	7	9	27	N/A	N/A	N/A
Grade 2	71	9	10	11	7	9	25	N/A	N/A	N/A
Grade 3	90	9	10	9	21	10	31	N/A	N/A	N/A
Grade 4	87	9	10	6	26	10	26	N/A	N/A	N/A
Grade 5	85	9	10	6	26	10	24	N/A	N/A	N/A
Grade 6	79	9	10	N/A	28	10	22	N/A	N/A	N/A
Grade 7	76	9	10	N/A	28	10	19	N/A	N/A	N/A
Grade 8	78	9	10	N/A	28	10	21	N/A	N/A	N/A
Grade 6-8	40	N/A	N/A	N/A	N/A	N/A	N/A	10	10	20
Grade 9-10	115	9	10	N/A	28	10	18	10	10	20
Grade 11-12	113	9	10	N/A	28	10	17	10	10	19
CCR Anchors	32		10		10	6	6	N/A	N/A	N/A

ELA-specific data

Total number of ELA and Literacy in History, Science, and Technology standards = 1019

Total number of ELA standards (includes CCR Anchor Standards) = 900

Total number of Literacy in History, Science, and Technology Standards = 119

Total number of College and Career-Readiness Anchor Standards = 32

Conclusion and Next Steps

We hope the Common Core Comparison Tool and this report has helped you better understand how the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects compare with the current expectations your state has for its students and helps better inform your thinking about adoption and implementation of the Common Core.

To help analyze the results of your comparison, Achieve has developed an Implementation Guide. Along with the report, these companion pieces are meant to help you think about implementation and the implications for curriculum, instruction, professional development, and assessments. In addition to the reports and the Implementation Guide, Achieve has produced a set of *Achieving the Common Core* materials to help make the case for the Common Core in your state and to support states with adoption and implementation of the Common Core. See <http://www.achieve.org/achievingcommoncore>

Appendix B-

Mathematics,

Achieve Gap

Analysis Report

Achieve designed the Common Core Comparison Tool; the data are the result of judgments made by the members of the state analysis team which was a group of K-20 Communication Arts and Mathematics educators from across the state. The following report has been generated by Achieve using the Montana data.

A Comparison of the Montana's Mathematics Standards to the Common Core State Standards in Mathematics

Introduction

The Common Core State Standards Initiative began in 2009, when 48 states, 2 territories and the District of Columbia signed a memorandum of agreement with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and committed to a state-led process to establish a single set of clear educational standards for English-language arts and mathematics that states can share and voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.

The Common Core Comparison Tool, designed by Achieve, provides an online process and guidelines for matching the state's current standards with the Common Core Standards. The state has completed a comparison of your Math standards with the Common Core State Standards in Math. Please note that while Achieve designed the Common Core Comparison Tool; the data are the result of judgments made by the members of the team within your state who completed the process. This summary report highlights key findings from the comparison they conducted and provides guiding questions to help interpret your results. We hope these data will be helpful as you consider the adoption and implementation of the Common Core State Standards.

(1a) What percentage of the Common Core Math standards appear in the Montana Standards? What percentage of the Common Core MATH standards had no match to our state standards?

Overall, your team matched 81% of the Common Core MATH standards to your state's MATH standards. For the remaining 19% of the Common Core, there was no identified match. These unmatched standards address content and/or performance expectations that your team identified as not included in the Montana standards. For a list of these unmatched standards, download the "By CCSS" Side-by-Side Comparison spreadsheet and choose the "No Matches" tab.

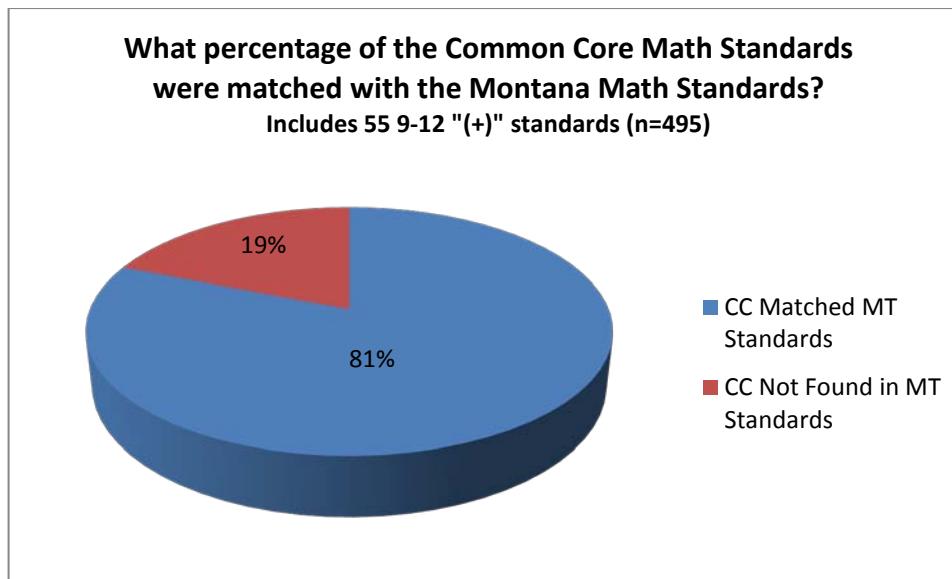


Chart Reads: 81% of the Common Core MATH standards were matched to MT's standards. Your team determined that the remaining 19% of the Common Core standards had no match to your state standards. Note – the denominator for this data point is the 495 Common Core Standards (including the Mathematical Practices).

While 81% of the Common Core MATH standards were matched to your state's standards, it is important to take a deeper look at these matches and examine the strength of the match (excellent, good, weak), as well as differences across grade span or grade level. Consider particular grade-level differences and where your state standards might be introduced before or after the same content in the Common Core. These differences will have implications for classroom instruction, professional development, and curriculum materials in your state.

It is also important to look closely at the Common Core standards for which there was no match in your state as these content and performances will be new upon adoption of the Common Core. Think about what that might mean for adoption and implementation. Consider what the implications are for transitioning to the Common Core and the impact on teacher training and professional development.

(1b) What percentage of the Common Core Math standards (excluding the “+” standards) appear in the Montana Standards? What percentage of the Common Core MATH standards had no match to our state standards?

If looking exclusively at the 440 standards required for all students as does the chart below, the percentage of CCSS matched standards increases to 90%.

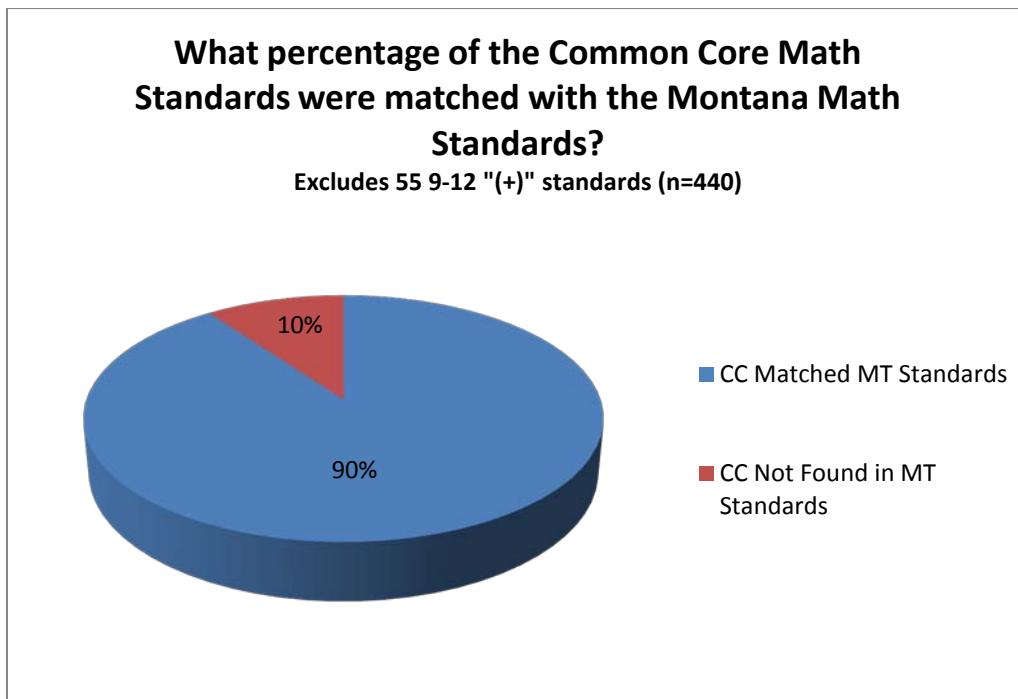


Chart Reads: 90% of the Common Core MATH standards were matched to MT's standards. Your team determined that the remaining 10% of the Common Core standards had no match to your state standards. Note – the denominator for this data point is the 440 Common Core Standards and excludes the 55 “+” standards in grades 9-12.

(2) What percentage of the Montana Math standards appear in the Common Core? For what percentage was there no match between our state's Math standards and the Common Core?

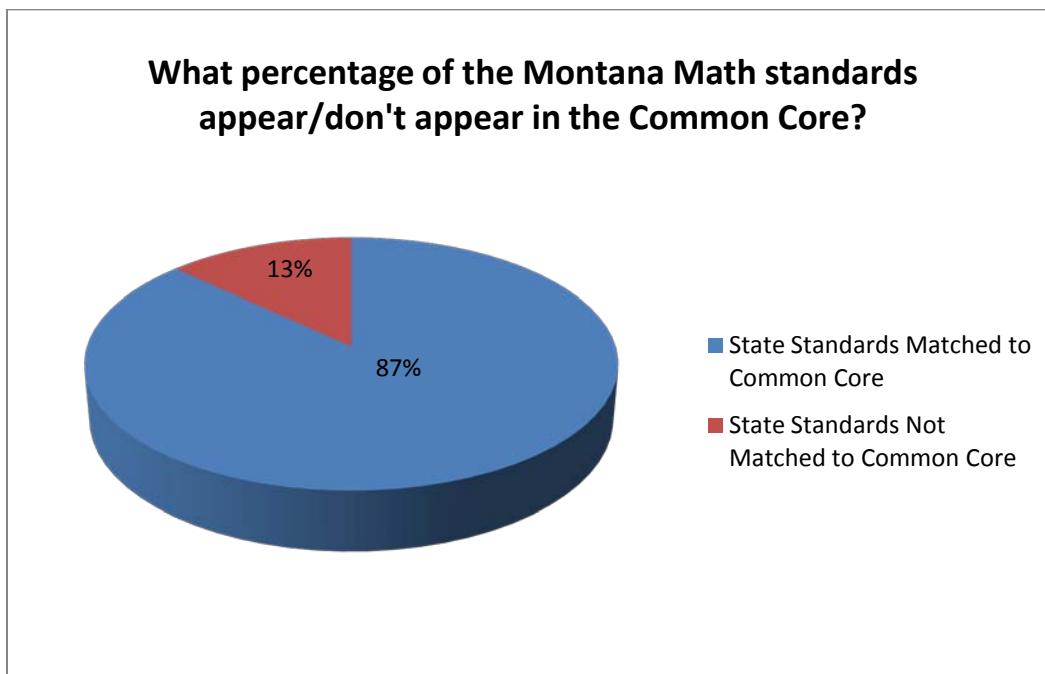


Chart Reads: 87% of Montana's K-12 math standards were matched to the Common Core. For the remaining 13% of Montana math standards, your team identified no match to the Common Core Math Standards. Note – the denominator for this data point is the total number of K-12 Montana Standards (n=375).

(3a) How did we rate our state's degree of match with the Common Core? What percentage of the Common Core standards has no match to Montana's MATH standards?

Your state rated the degree of match according to the following scale:

Table 1: Ratings Summary

- 3 = **Excellent match** between the state standards and the Common Core
- 2 = **Good match**, with minor aspects of the Common Core not addressed
- 1 = **Weak match**, with major aspects of the Common Core not addressed
- No Match = There is **no state match** with the Common Core standard

Overall, your team rated the Common Core matches as follows: 26% (n=128) were an excellent match to your state standards, 35% (n=171) were a good match to your state standards, and 21% (n=102) were a weak match to your state standards. 19% (n=94) of the Common Core State Standards in Math were identified as having no match to your state standards.

How Strong were the Matches Between the K-12 Common Core Standards and the Montana Math Standards? (n=495)

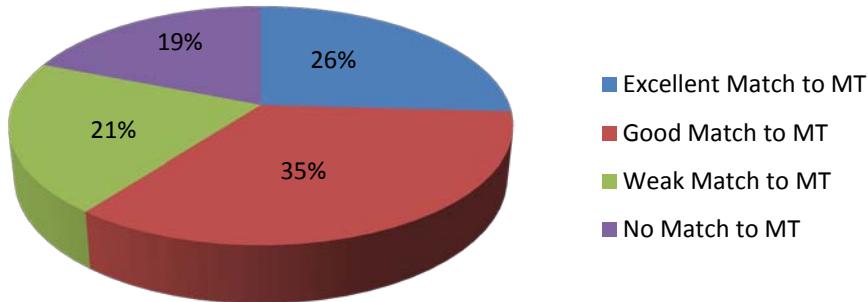


Chart Reads: Your state team rated 26% of the Common Core Math Standards as an excellent match to your state standards. Note – the denominator for this data point is the total number of Common Core Standards (n=495).

It is important to take a deeper look at these matches and examine the strength of the match (excellent, good, weak) in various strands and at various grade levels. It is also important to look closely at the Common Core content that is not matched by your state standards. Consider what the implications are for classroom instruction, professional development, and curriculum materials in your state. Detailed lists of the Common Core Standards that were not matched to your state's standards are available through the Common Core Comparison Tool and will be helpful in determining next steps with respect to adoption and implementation.

(3b) How did we rate our state's degree of match with the Common Core (excluding the “+” standards)? What percentage of the Common Core standards has no match to Montana's MATH standards?

If looking exclusively at the 440 standards required for all students as does the chart below, the overall data around strength of the matches improves:

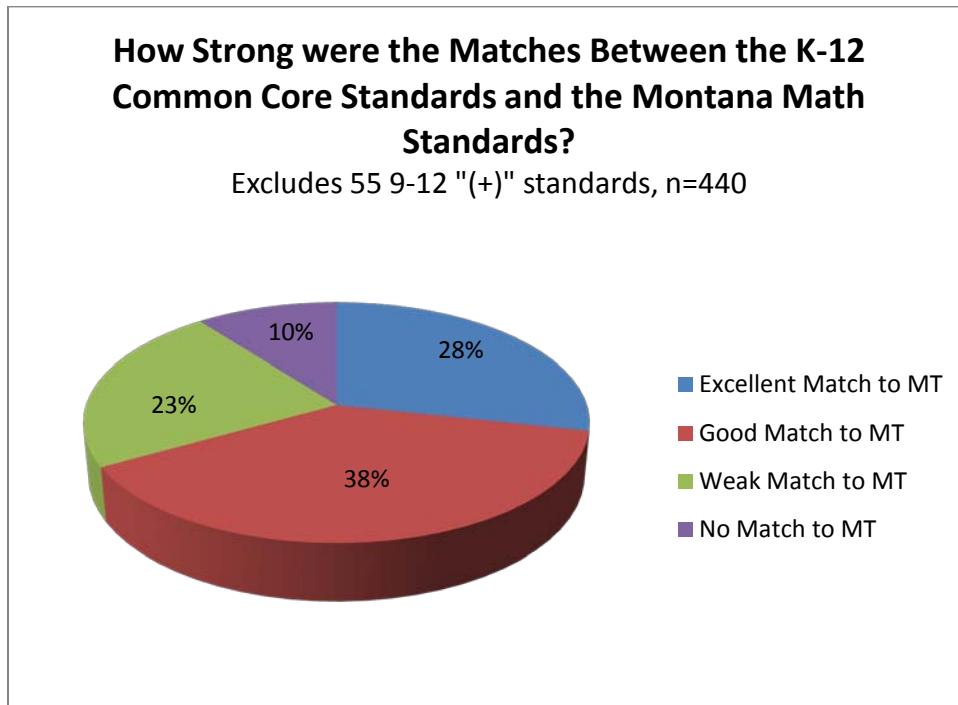


Chart Reads: Your state team rated 28% of the Common Core Math Standards as an excellent match to your state standards. Note – the denominator for this data point is the 440 Common Core Standards and excludes the 55 “+” standards in grades 9-12.

(4) How do our state Math standards compare to the Common Core at each grade at the elementary and middle school levels (K-8)?

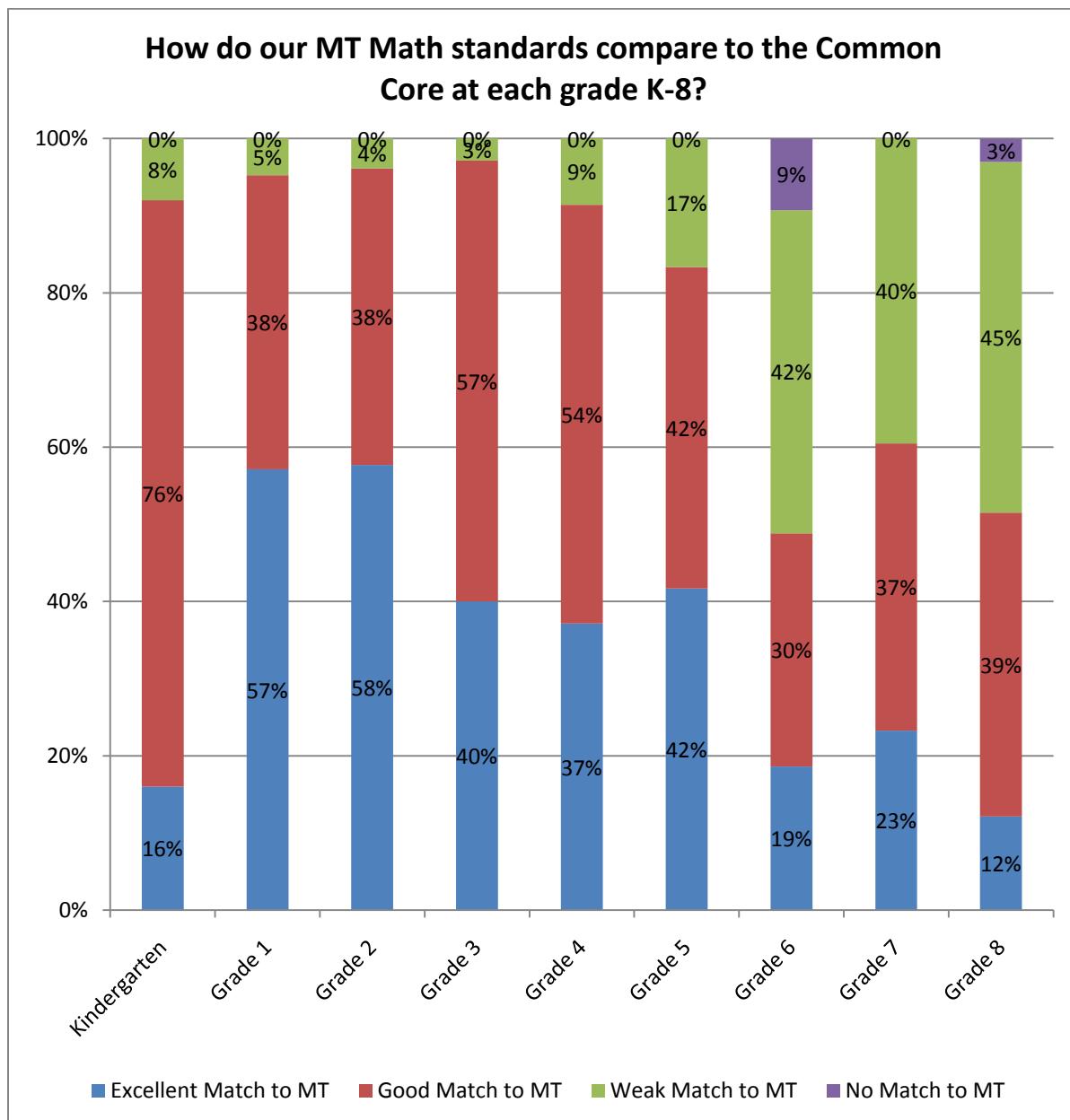


Chart Reads: Of the Common Core math standards in Kindergarten, your team rated 16% an excellent match, 76% a good match, and 8% a weak match to your state's Math standards. There were no Common Core Standards in Kindergarten that you found lacked a match in MT. Of the Common Core standards in Grade 1, your team rated 57% an excellent match...etc. Note – the denominator for this data point is ALL of the K-8 Common Core Standards (n=297). See page 10 for individual grade denominators.

(5) How do our state Math standards compare to the Common Core at the secondary level?

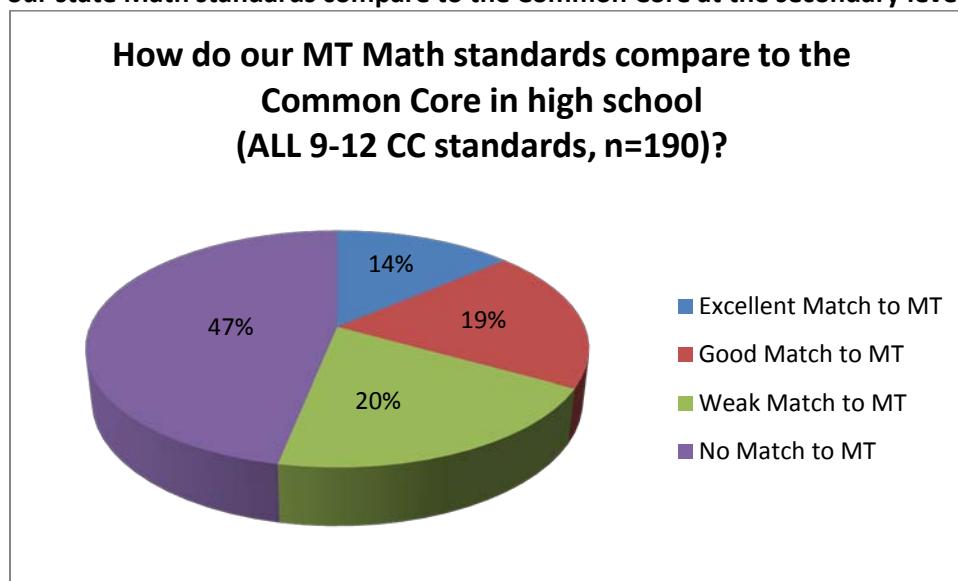


Chart Reads: For ALL the Common Core math standards in high school, your team rated 14% an excellent match, 19% a good match, and 20% a weak match to your state's Math standards. 47% of the Common Core high school math standards did not have a match in Montana's standards. Note – the denominator for this data point is ALL of the 9-12 Common Core Standards (n=190). See below for the disaggregated 9-12 data.

5a : Non “+” subset of Chart 5 (n=135)

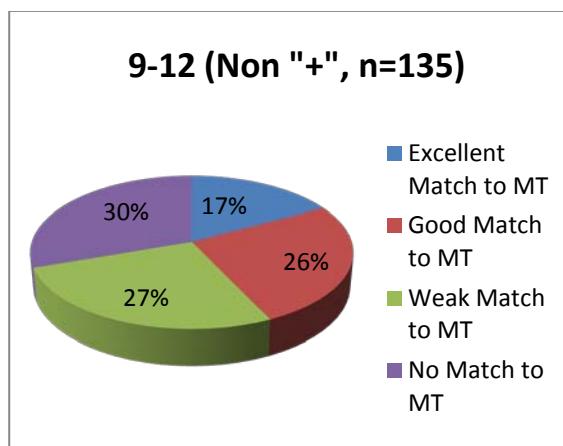


Chart Reads: 17% of the 9-12 non “+” high school Common Core Standards were rated an excellent match to the MT high school standards, 26% good match, etc. (n=135)

5b: (“+”) subset of Chart 5 (n=55)

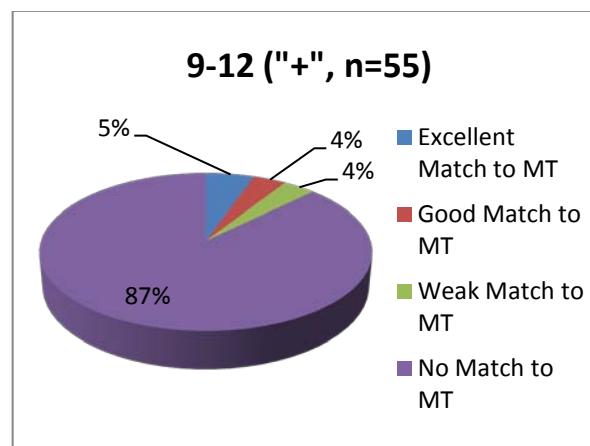


Chart Reads: 5% of the 9-12 “+” standards were rated an excellent match to the MT high school standards, 4% a good match, etc. (n=55)

(6) How similar were the grade levels between the Montana Math standards and the Common Core standards?

The following top-level summary indicates the percentages of matched standards that include content at the same grade levels. Differences in grade level content may have implications for the curriculum and instruction in your state. Please note, the denominator is the number of *matched State standards*.

Consider particular grade-level differences and where your state standards might be introduced before or after the same content in the Common Core. These differences will have implications for classroom instruction, assessment, professional development, and use of curriculum materials in your state.

**Where are the Grade level Similarities and Differences
Between the Montana Math Standards and the Common
Core Standards in Grades K-8?**

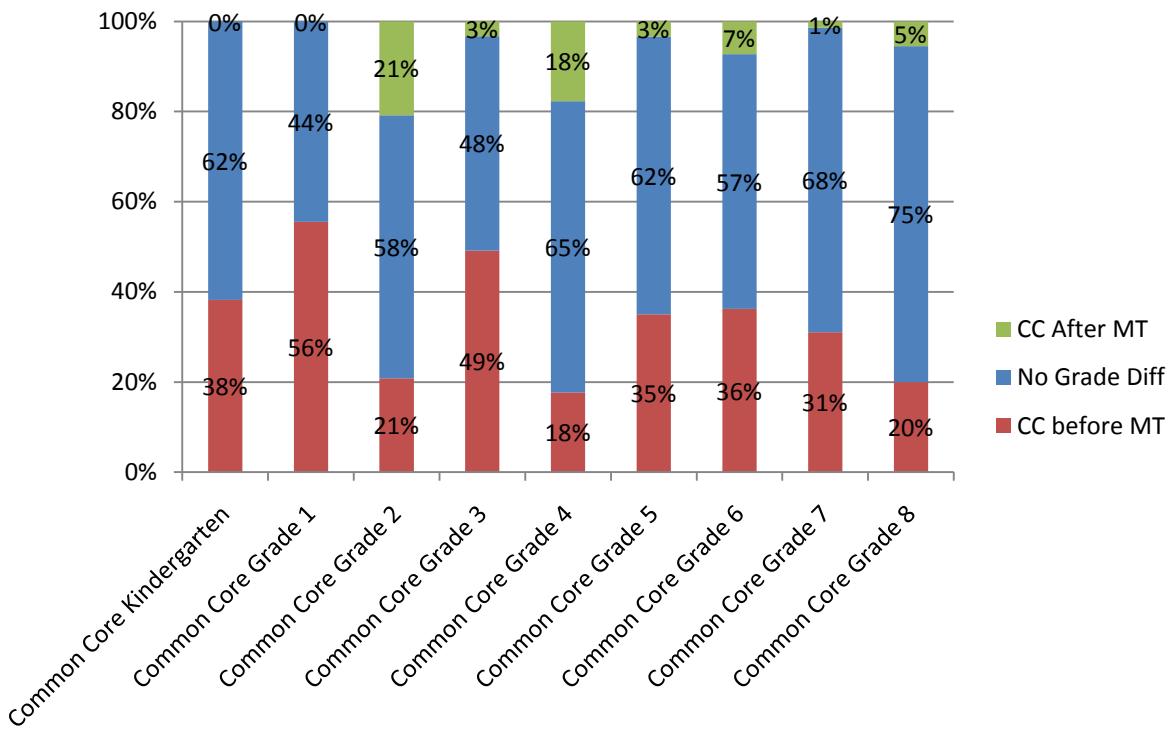


Chart Reads: In Kindergarten 62 percent of the matched standards between the Common Core and Montana were at the same grade level. 38 percent of the matched standards were instances where the Common Core included content before Montana in Kindergarten. There were no matched standards in Kindergarten where the Common Core included content after the Montana standards. Note – The 9-10 and 11-12 grade standards are not included because the ranges are less meaningful in determining grade level differences.

Common Core Math Standards Frequency Table

Grade	Total # of CC standards at grade level	Excellent Match to MT	Good Match to MT	Weak Match to MT	No Match to MT
Grand Total	495	128	171	102	94
Kindergarten	25	4	19	2	0
Grade 1	21	12	8	1	0
Grade 2	26	15	10	1	0
Grade 3	35	14	20	1	0
Grade 4	35	13	19	3	0
Grade 5	36	15	15	6	0
Grade 6	43	8	13	18	4
Grade 7	43	10	16	17	0
Grade 8	33	4	13	15	1
Grade 9-12 (Total)	190	26	37	38	89
9-12 non “+”	135	23	35	36	41
9-12 “+” standards	55	3	2	2	48

NOTE: Standards “counts” include both standards and sub-standards as they are coded in the Common Core Comparison Tool.

Appendix C-

Communication

Arts, Surveys of

Enacted

Curriculum

Grade 4



English Language Arts Content

Montana

Percentage of Overall English Language Arts Instructional Time

Coarse Grain Alignment: 0.4

Administration Year: 2010

Viewing: CCSS Gr. 4 Data

Data Cut: All Data

Count: 1



0% - 0.99%
 1% - 1.99%
 2% - 2.99%
 3% - 3.99%
 4% - 4.99%
 5% - 5.99%
 6% - 6.99%
 7% - 7.99%
 8% - 8.99%
 9% - 9.99%

Contour Interval - 1% of Content Coverage

Update Maps

Administration Year: 2010

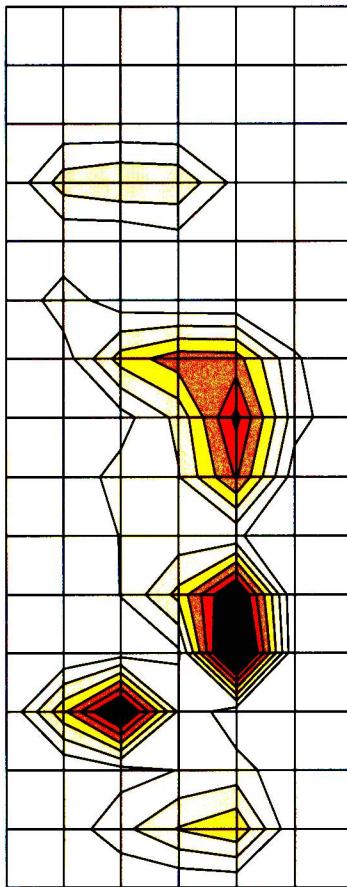
Viewing: MT Stnds (2010) Gr. 4 Data

Data Cut: All Data

Count: 1



Adjust Contour Interval: 1%



Phonemic awareness

Phonics

Vocabulary

Text and print features

Fluency

Comprehension

Critical Reasoning

Author's Craft

Writing Process

Elements of Presentation (Verbal & Written)

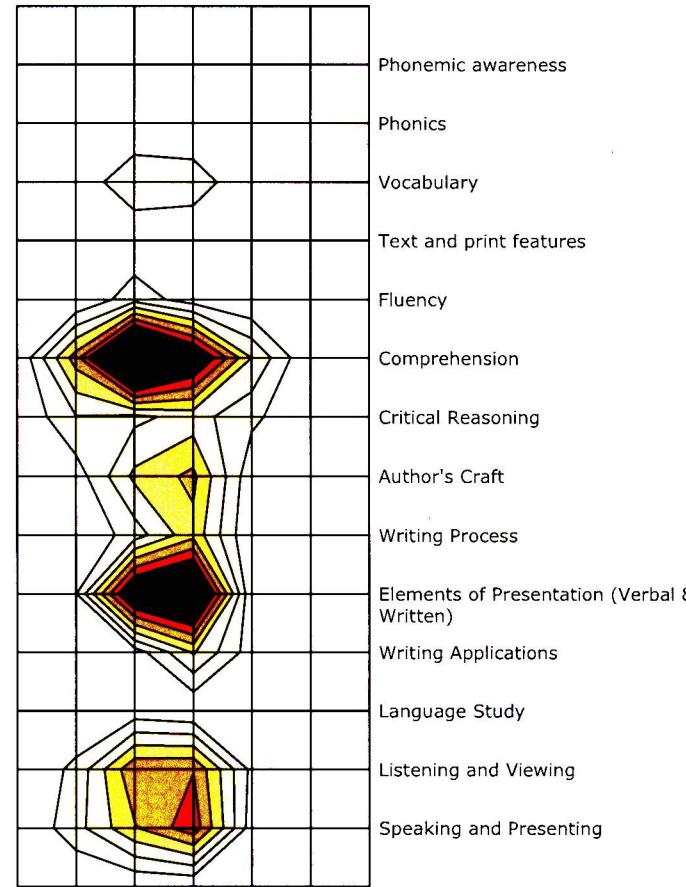
Writing Applications

Language Study

Listening and Viewing

Speaking and Presenting

Memorize/Recall
Perform Procedures/Explain
Generate/Create/Demonstrate
Analyze/Investigate
Evaluate/Integrate



Memorize/Recall
Perform Procedures/Explain
Generate/Create/Demonstrate
Analyze/Investigate
Evaluate/Integrate

Appendix D-

Communication

Arts, Surveys of

Enacted

Curriculum

Grade 8



English Language Arts Content

Montana

Percentage of Overall English Language Arts Instructional Time

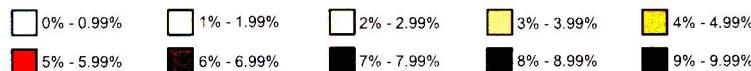
Coarse Grain Alignment: 0.64

Administration Year: 2010

Viewing: CCSS Gr. 8 Data

Data Cut: All Data

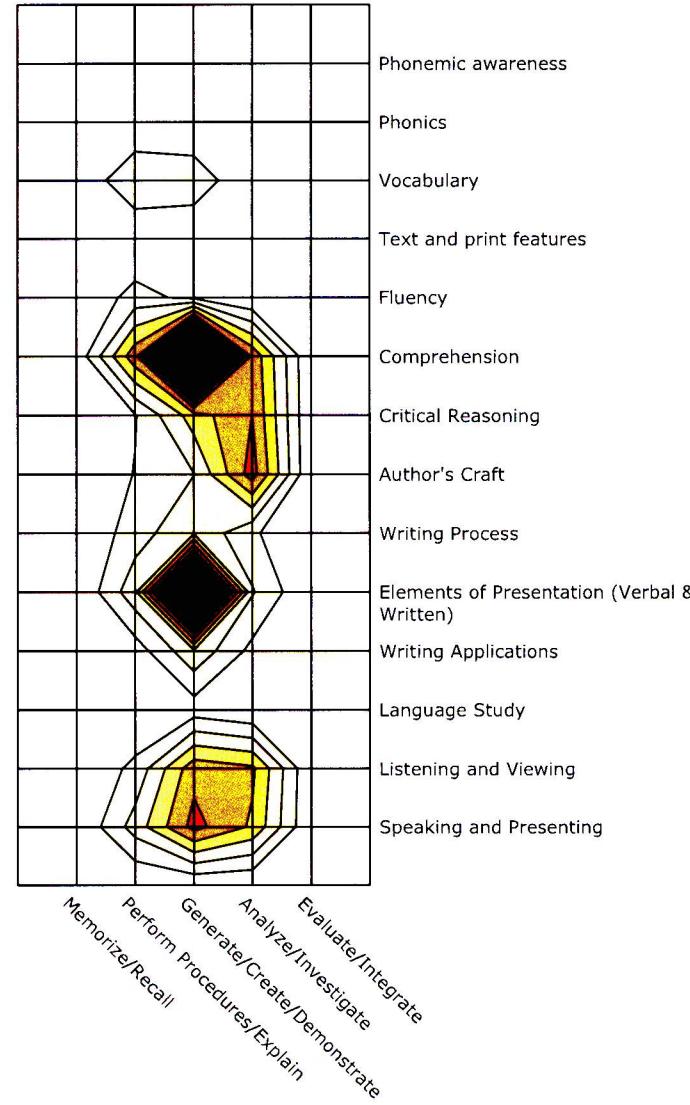
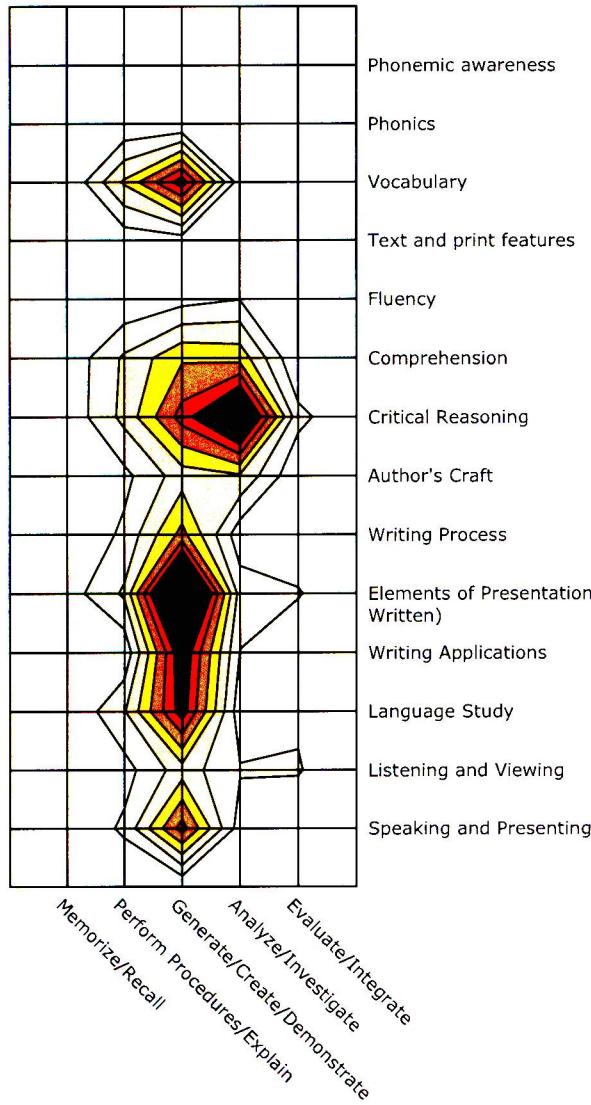
Count: 1



Contour Interval - 1% of Content Coverage

Update Maps

Adjust Contour Interval: 1%



Appendix E-

Communication

Arts, Surveys of

Enacted

Curriculum

Grade 8

(fine grain)



English Language Arts Content

Montana

Writing Applications

Percentage of Overall English Language Arts Instructional Time

Alignment re-centered: 0.15

Administration Year: 2010

Viewing: CCSS Gr. 8 Data

Data Cut: All Data

Count: 1

[Update Maps](#)

[Return to Coarse Grain](#)

0% - 0.19%

0.2% - 0.39%

0.4% - 0.59%

0.6% - 0.79%

0.8% - 0.99%

1% - 1.19%

1.2% - 1.39%

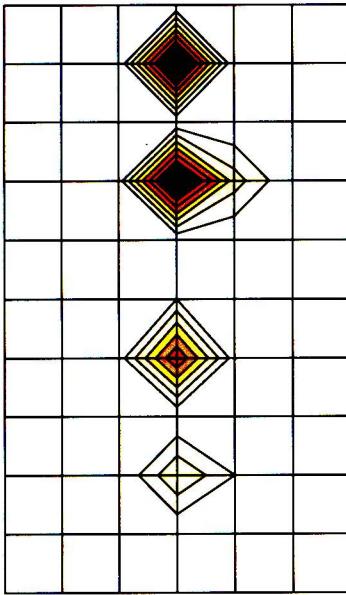
1.4% - 1.59%

1.6% - 1.79%

1.8% - 1.99%

Contour Interval - 0.2% of Content Coverage

Adjust Contour Interval: 0.2%



Narrative (e.g., stories, fiction, and plays)

Poetry

Expository (e.g., report, theme, essay, etc.)

Critical/evaluative (e.g., review)

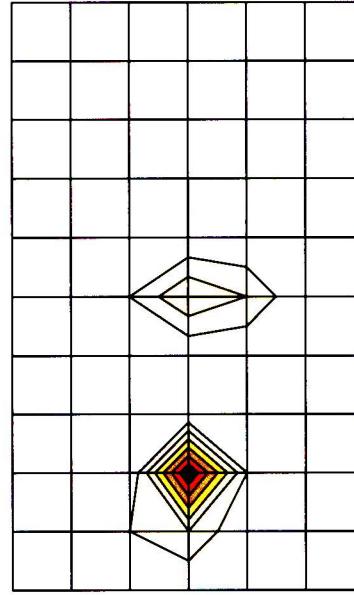
Expressive (e.g., journals or reflections)

Persuasive (e.g., editorial, advertisement, argumentative)

Procedural (e.g., instructions, brochure, lab report)

Technical (e.g., manuals, specifications, research report)

Real world applications of writing (e.g., resumes, letters to editor, note)



Narrative (e.g., stories, fiction, and plays)

Poetry

Expository (e.g., report, theme, essay, etc.)

Critical/evaluative (e.g., review)

Expressive (e.g., journals or reflections)

Persuasive (e.g., editorial, advertisement, argumentative)

Procedural (e.g., instructions, brochure, lab report)

Technical (e.g., manuals, specifications, research report)

Real world applications of writing (e.g., resumes, letters to editor, note)

Memorize/Recall
Perform Procedures/Explain
Generate/Create/Demonstrate
Analyze/Investigate
Evaluate/Integrate

Memorize/Recall
Perform Procedures/Explain
Generate/Create/Demonstrate
Analyze/Investigate
Evaluate/Integrate

Appendix F-

Communication

Arts, Surveys of

Enacted

Curriculum

Grades 9-12



English Language Arts Content

Montana

Percentage of Overall English Language Arts Instructional Time

Coarse Grain Alignment: 0.64

Administration Year: 2010

Viewing: CCSS Gr. 9_12 Data

Data Cut: All Data

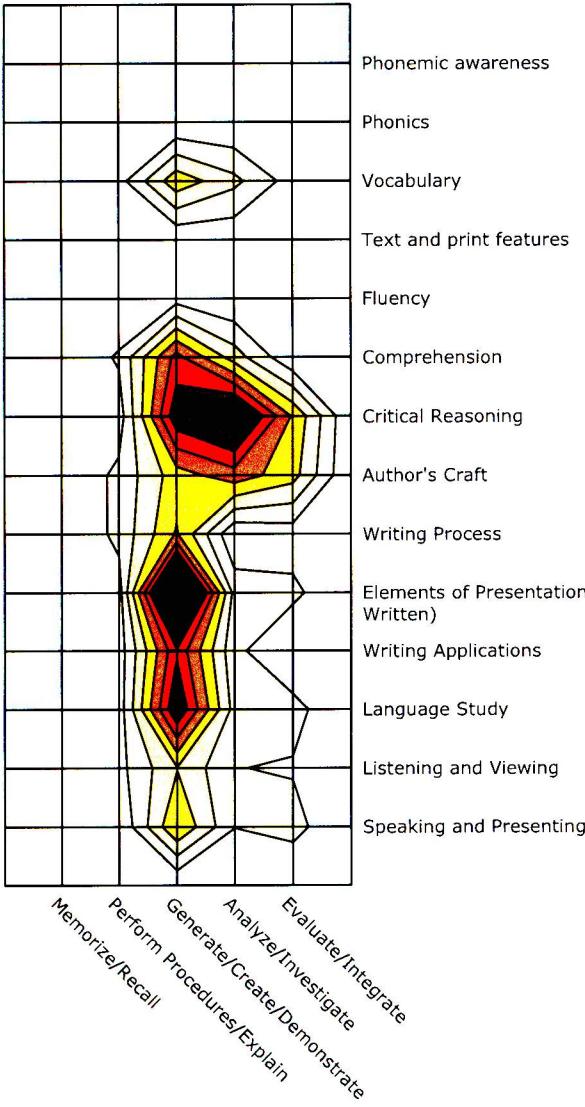
Count: 1



0% - 0.99%
 1% - 1.99%
 2% - 2.99%
 3% - 3.99%
 4% - 4.99%
 5% - 5.99%
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 7% - 7.99%
 8% - 8.99%
 9% - 9.99%

Contour Interval - 1% of Content Coverage

Update Map:



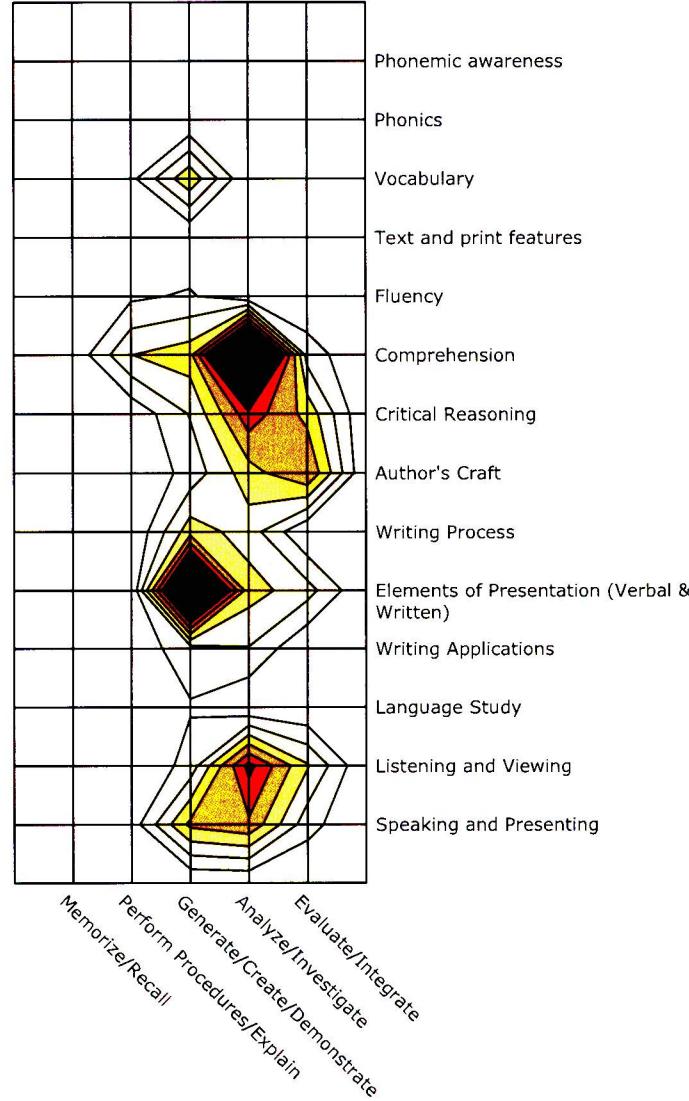
Administration Year: 2010

Viewing: MT Stnds (2010) Gr. 12 Data

Data Cut: All Data

Count: 1

Adjust Contour Interval: 1%



Appendix G-

Mathematics,

Surveys of

Enacted

Curriculum

Grade 4



Mathematics Content

Montana

Percentage of Overall Mathematics Instructional Time

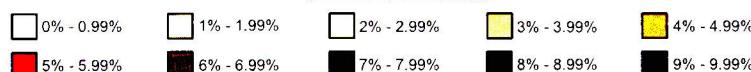
Coarse Grain Alignment: 0.52

Administration Year: 2010

Viewing: CCSS Gr. 4 Data

Data Cut: All Data

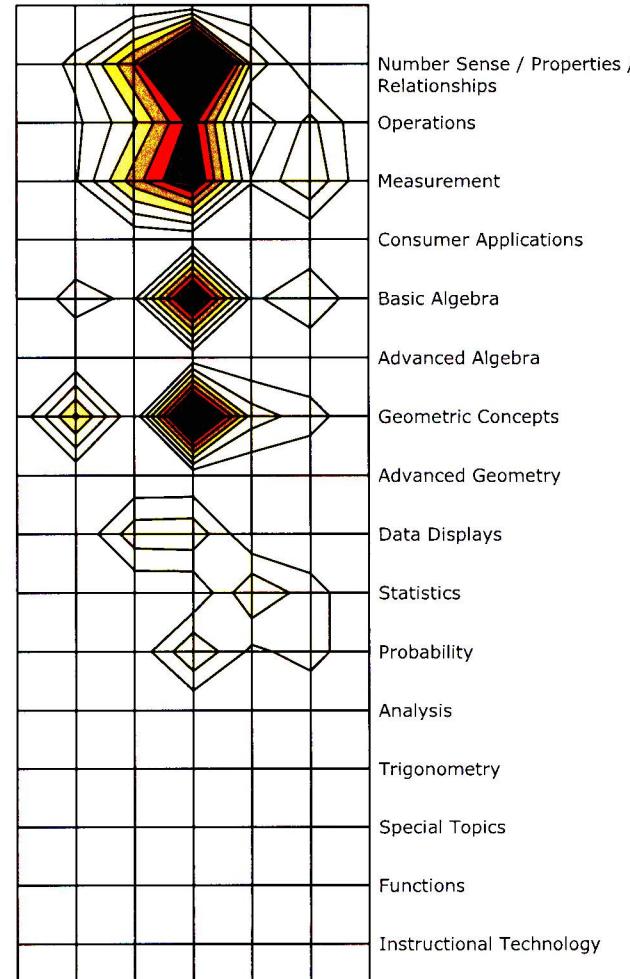
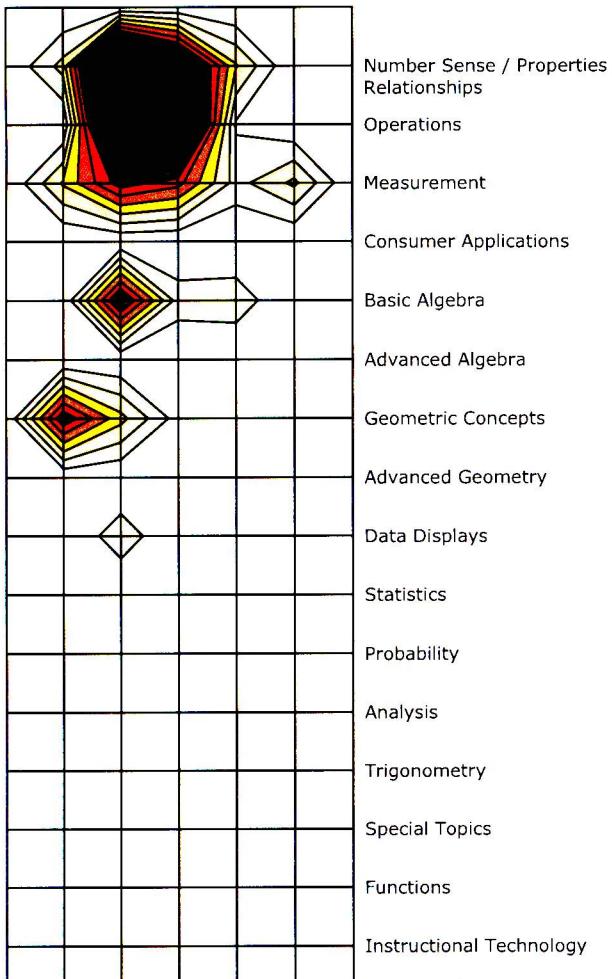
Count: 1



Update Maps

Contour Interval - 1% of Content Coverage

Adjust Contour Interval: 1%



Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections

Solve Non-Routine Problems/Make Connections
Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove

Appendix H-

Mathematics,

Surveys of

Enacted

Curriculum

Grade 4

(fine grain)



Mathematics Content

Montana

Data Displays

Percentage of Overall Mathematics Instructional Time

Alignment re-centered: 0.1

Administration Year: 2010

Viewing: CCSS Gr. 4 Data

Data Cut: All Data

Count: 1



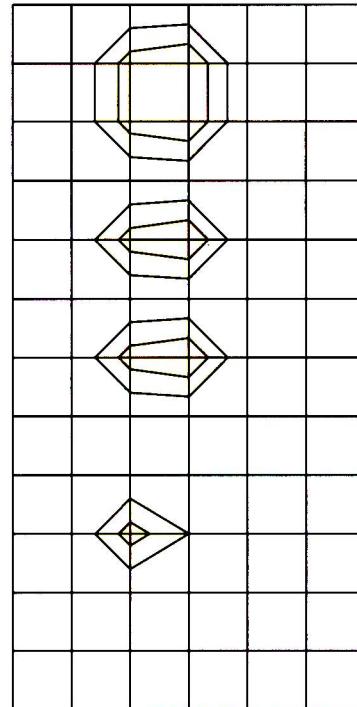
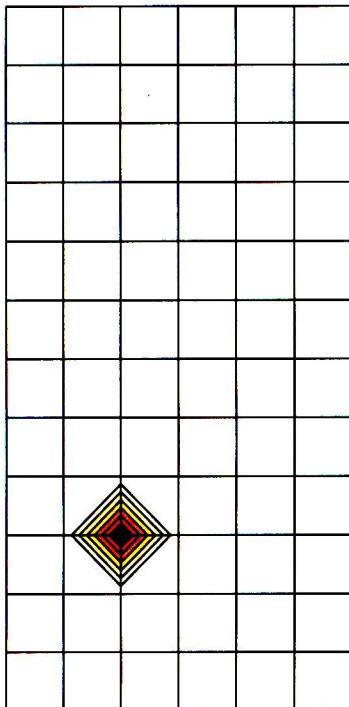
[Update Maps](#)

[Return to Coarse Grain](#)



Contour Interval - 0.2% of Content Coverage

[Adjust Contour Interval: 0.2%](#)



Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections

Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections

Appendix I-

Mathematics,

Surveys of

Enacted

Curriculum

Grade 8



Mathematics Content

Montana

Percentage of Overall Mathematics Instructional Time

Coarse Grain Alignment: 0.45

Administration Year: 2010

Viewing: CCSS Gr. 8 Data

Data Cut: All Data

Count: 1

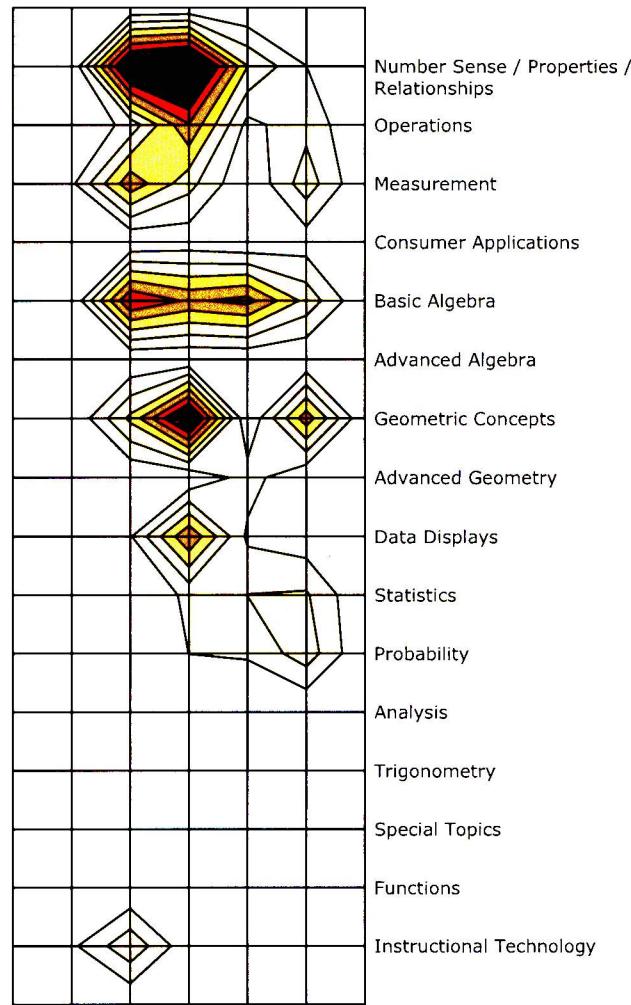
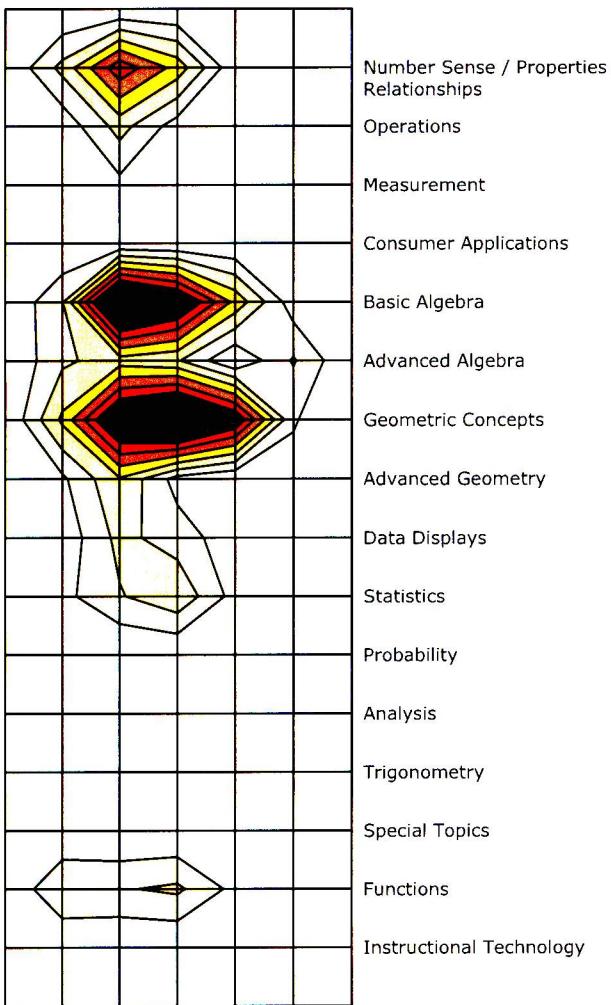


0% - 0.99% 1% - 1.99% 2% - 2.99% 3% - 3.99% 4% - 4.99%
 5% - 5.99% 6% - 6.99% 7% - 7.99% 8% - 8.99% 9% - 9.99%

Contour Interval - 1% of Content Coverage

Adjust Contour Interval: 1%

[Update Maps](#)



- Solve Non-Routine Problems/Make Connections
- Conjecture, Analyze, Generalize, Prove
- Demonstrate Understanding
- Perform Procedures
- Memorize Facts, Definitions, Formulas

Appendix J-

Mathematics,

Surveys of

Enacted

Curriculum

Grades 9-12



Mathematics Content

Montana

Percentage of Overall Mathematics Instructional Time

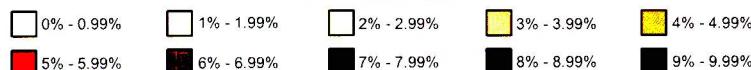
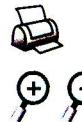
Coarse Grain Alignment: 0.36

Administration Year: 2010

Viewing: CCSS Gr. 9_12 Data

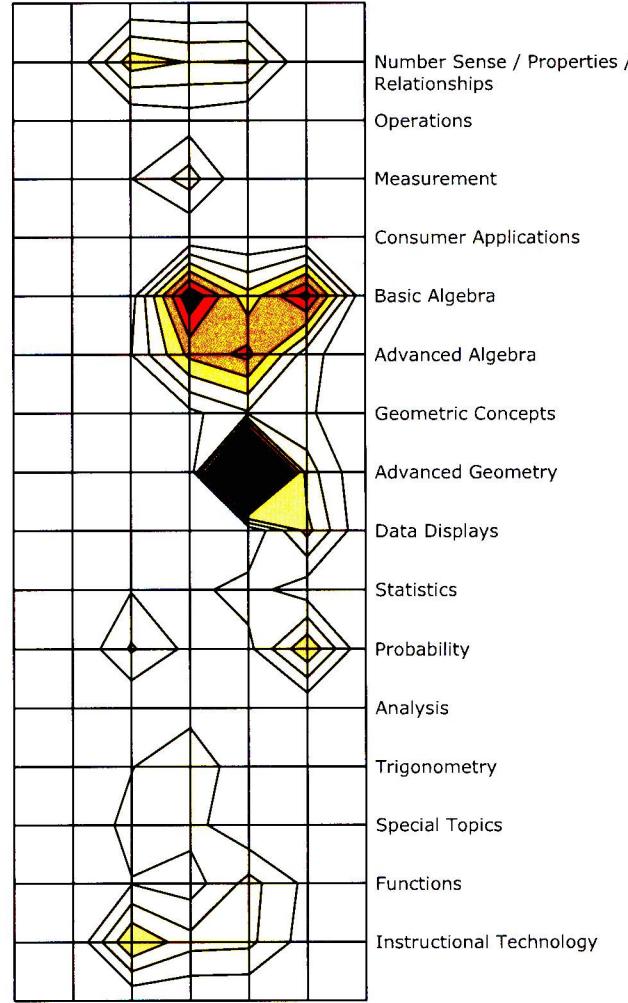
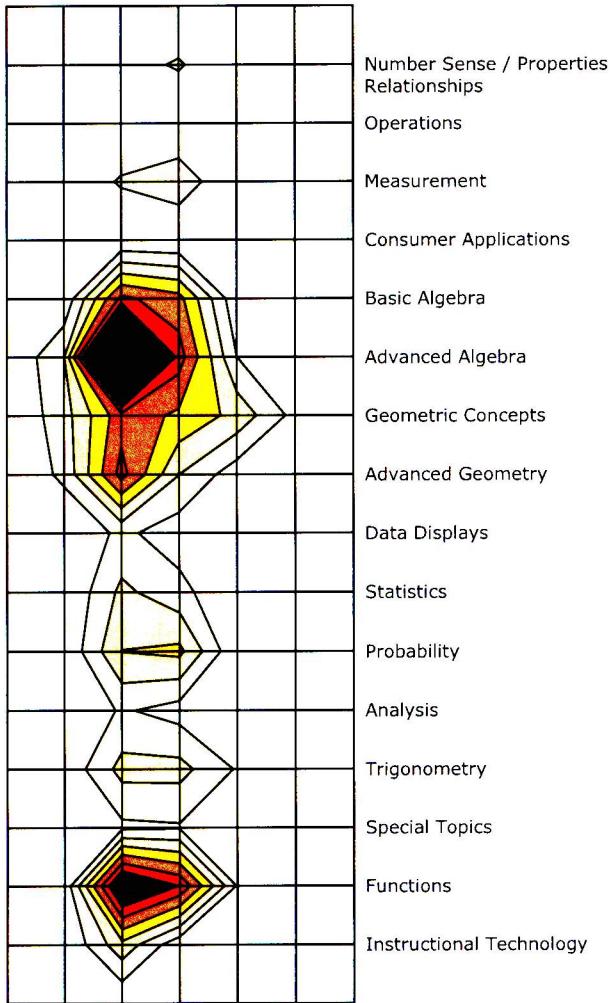
Data Cut: All Data

Count: 1



Contour Interval - 1% of Content Coverage

Adjust Contour Interval: 1%



Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections
Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections
Memorize Facts, Definitions, Formulas
Perform Procedures
Demonstrate Understanding
Conjecture, Analyze, Generalize, Prove
Solve Non-Routine Problems/Make Connections

EXECUTIVE SUMMARY

DATE: MONTH YEAR

PRESENTATION: Discussion of Educator License Revocation and Surrender

PRESENTER:
Ann Gilkey
Chief Legal Counsel
Office of Public Instruction

OVERVIEW: Review of statutes, Administrative Rules of Montana and procedures for revocation and surrender of educator licenses.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S):

RECOMMENDATION(S): Discussion

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.

ITEM 12

ACTION REGARDING BPE DENIAL CASE #2009-05 (CLOSED)

Steve Meloy and Pam Collins

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION: 2010-2011 Final Accreditation Recommendations - All Schools

PRESENTER:
Kelly Glass
Accreditation Unit Manager
Office of Public Instruction

OVERVIEW: This presentation provides 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, Montana's Regional Service Areas map.

REQUESTED DECISION(S): Approve state superintendent's recommendations

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action



February 18, 2011

ANNUAL ACCREDITATION PROCESS CALENDAR

The timeline below represents the planned schedule for the basic accreditation process. Any changes in a given year will be communicated to the schools and districts as part of the Annual Data Collection (ADC) packet.

May

- The Office of Public Instruction (OPI) mails a reminder letter to districts that have not submitted the required improvement plan due by June 1 as determined by the annual status determination.

June

- The OPI contacts districts that have not submitted the required improvement plan due June 1 as determined by the annual status determination.

August

- Online technical assistance for the ADC is available at <http://www.opi.mt.gov/ADC>.

September

- Schools receive the ADC packet from the OPI.
- The OPI staff begin reviewing improvement plans.
- Regional workshops are held around the state as needed to review ADC submission requirements and procedures.

October

- The ADC is electronically submitted to the OPI. Preliminary Accreditation Reports are available to the school and/or district through the ADC application. This report provides preliminary determinations of deviations from the accreditation standards.
- Class schedules for high school and grades 7-8 funded at high school rates are sent by mail to the OPI by schools and districts.

November

- The OPI staff completes the review of the improvement plans and prepares recommendations for approval or disapproval of the plans for presentation to the state superintendent.

December 1

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report particularly regarding the Quality Educator payment information. To obtain the district's Quality Educator Payment report visit <https://data.opi.mt.gov/QualityEdFte/Default.aspx>.
- Schools that: (1) do not submit a completed ADC by this date; or (2) continue to employ non-licensed staff by this date, will be recommended for deficiency accreditation status for the current year.

December/January

- The OPI staff meets with the state superintendent to finalize recommendations for improvement plans including recommendations to move a school to an intensive assistance process due to continuing or serious deviations.
- The OPI staff conducts quality checks on ADC data submitted, reviews any other pertinent information, and prepares accreditation recommendations for the state superintendent

February Board of Public Education Meeting

- The state Superintendent makes final recommendations to the Board of Public Education (BPE) for approval or disapproval of improvement plans. Board action is taken on these recommendations.
- The state superintendent makes recommendations to move a school to an intensive assistance process due to continuing or serious deviations. Board action is taken on these recommendations.
- The state superintendent makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.
- The OPI notifies schools of action taken on improvement plans and on any recommendations to move a school to an intensive assistance process due to continuing or serious deviations.
- If a school's improvement plan is disapproved, the school will be required to submit a new plan for the May BPE meeting.

March

- The OPI notifies schools of accreditation status and requirements for submitting applicable improvement plans by June 1.

May Board of Public Education Meeting

- The state superintendent makes recommendations on re-submitted improvement plans. Board action is taken on these recommendations.
- If changes are required in accreditation status determinations due to errors discovered after the accreditation letters are mailed, an addendum outlining those changes is presented to the BPE.

The state superintendent will provide needed updates and recommendations for schools in the intensive assistance process. Due to the nature of the process these updates and recommendations could be necessary at any given BPE meeting.

Contact Information for Montana's Regional Service Areas

WM-CSPD–Western Montana – Comprehensive System of Personnel Development

**Nancy Marks, WM-CSPD Coordinator
215 S. 6th Street West
Missoula, MT 59801
Web Site: www.wmcspd.org**

**(406) 728-2400 Ext 1088
E-mail: admin@cspd.net
Fiscal Agent: Missoula County Public Schools**

MNCESR – Montana North Central Educational Services Region

**Gaye Genereux, Director
17555 Coal Mine Road
Big Sandy, MT 59520
Web Site: www.mncesr.org**

**(406) 378-3136
E-mail: gayegenereux@yahoo.com
Fiscal Agent: Centerville Public Schools**

MRESA3 – Montana Regional Education Service Area 3

**Marsha Sampson, Director
College of Education
1500 University Drive
Billings, MT 59101
Web Site: www.msubillings.edu\smart**

**(406) 657-2085
E-mail: MSampson@msubillings.edu
Fiscal Agent: MSU-Billings**

PESA – Prairie Educational Service Area

**Kim Stanton, Director
707 South Stacy Avenue
Miles City, MT 59301
Web Site: www.mt-pesa.org**

**(406) 853-1908
E-mail: pesa@midrivers.com
Fiscal Agent: Glendive Public Schools**

RESA4U – Regional Education Service Area 4 You

**Rene Holubec, Director
55 S. Rodney Street
Helena, MT 59601
Web Site: www.resa4u.org**

**(406) 437-3110
E-mail: rholubec@helena.k12.mt.us
Fiscal Agent: Helena Public Schools**

Montana's Regional Service Areas (RSA) and Comprehensive System of Personnel Development Regions (CSPD I-V)



WM - CSPD – Western Montana – Comprehensive System of Personnel Development
MNCESR – Montana North Central Educational Services Region
MRESA3 – Montana Regional Educational Service Area 3
PESA – Prairie Educational Service Area
RESA4U – Regional Education Service Area 4 You

OPI Contacts:

Kelly Glass [\(kglass@mt.gov\)](mailto:kglass@mt.gov) (406) 444-0716
Susan Bailey-Anderson [\(sbailey-anderson@mt.gov\)](mailto:sbailey-anderson@mt.gov) (406) 444-2046

EXECUTIVE SUMMARY

DATE: FEBRUARY 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 Initial 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



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

opi.mt.gov

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

Alternative Standard Requests – Recommendations

February 18, 2011

The following **3** initial alternative standard requests representing **3** districts and **4** schools have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

Dawson County

Bloomfield Schools

Bloomfield Elementary K-8 Current Enrollment: 6

Staffing: 1.0 Licensed FTE

Standard: 10.55.710 – School Counseling

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 proposal meets or exceeds current standard.

Recommend approval of the alternative standard request.

Gallatin County

Belgrade Public Schools

Heck/Quaw Elementary K-3 Current Enrollment: 526
Library Staffing: 1.0 Licensed FTE Required: 1.5 FTE
Staffing: 35.72

Belgrade Intermediate 4-6 Current Enrollment: 695
Library Staffing: 1.0 Licensed FTE Required: 1.5 FTE
Staffing: 40.95

Standard: 10.55.709 – Library Media Services

1. Current library staffing at each – 1.0 FTE and undetermined aide FTE.
 2. Enrollment projections – Will remain fairly constant.
 3. The district has proposed an alternative standard to allow for 1 librarian at each school. The librarian will complete the instruction of students and the aide will complete the daily administrative duties (book shelving, checking in and out of books).
 4. Key finding: The submitted alternative standard does not address program delivery only the use of an aide to remediate the .5FTE deficiency in the library program.
 5. Key finding: There is no formative or summative assessment developed or proposed to measure the effectiveness of the program.
 6. Key finding: An Alternative Standard cannot be implemented to remediate FTE deficiencies.

**The proposed alternative does not meet or exceeds the standard.
Recommend disapproval of the alternative standard request.**

Yellowstone County

Independent School District

Independent School K-6 Current Enrollment: 294

Staffing: 19.05 Licensed FTE (Non-Administrative)
1.0 Administrative FTE

Standard: 10.55.705.1(b) (ii) – Administrative Personnel: Assignment of School Administrators/Principals

Issues:

1. This rule states that when a school has either 18-29 FTE licensed staff or 250-550 students the school needs to have a full-time principal. In addition, the Independent School District would be required to have at least a part-time superintendent as well. Currently the Independent District/School is served by one administrator who serves both as the superintendent and as the principal.
2. The current staffing met the standards while the school remained below the 18 FTE and 250 student enrollment thresholds. This alternative standard is in response to the required corrective plan as the school was in Advice status last year for this deviation.
3. The district wants to be allowed to continue to use the 1 FTE administrator staffing citing that both staffing and enrollment are so close and that the current model is working.

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

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION:	Report on Improvement Plans Submitted by Schools Receiving Advice or Deficiency Accreditation Status for the 2009-10 School Year
PRESENTER:	Kelly Glass Accreditation Unit Manager Office of Public Instruction
OVERVIEW:	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 2009-10 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 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

Sc	Name	Grade	Type	Accreditation Status	Ltr Recd	Board Act	Decision	Rule
0011	Lima School	EL		REGULAR WITH DEFICIENCY	x		Approve	
1667	Lima 7-8	GR78		REGULAR WITH DEFICIENCY	x		Approve	
0036	Hardin Middle School	GR78		DEFICIENCY	x		Approve	
0039	Lodge Grass School	EL		ADVICE	x		Approve	
1669	Lodge Grass 7-8	GR78		DEFICIENCY	x		Approve	
0040	Lodge Grass High School	HS		DEFICIENCY	x		Approve	
0031	Hardin Primary	EL		DEFICIENCY	x		Approve	
0032	Hardin Intermediate	EL		DEFICIENCY	x		Approve	
0033	Crow Agency School	EL		DEFICIENCY	x		Approve	
1315	Fort Smith School	EL		DEFICIENCY	x		Approve	
0041	Wyola School	EL		DEFICIENCY	x		Approve	
1583	Wyola 7-8	GR78		DEFICIENCY	x		Approve	
0037	Hardin High School	HS		DEFICIENCY	x		Approve	
1553	Plenty Coups High School	HS		DEFICIENCY	x		Approve	
9369	Northern Cheyenne Trib El	EL		DEFICIENCY			No Plan	
9370	Northern Cheyenne Trib HS	HS		REGULAR WITH DEFICIENCY			No Plan	
0046	Meadowlark School	EL		DEFICIENCY	x		Approve	
0072	Lodge Pole School	EL		DEFICIENCY	x		Approve	
1551	Hays-Lodge Pole High Sch	HS		REGULAR WITH DEFICIENCY	x		Approve	
1659	Hays-Lodge Pole 7-8	GR78		DEFICIENCY	x		Approve	
0081	Broadwater High School	HS		DEFICIENCY	x		Approve	
1671	Townsend 7-8	GR78		DEFICIENCY	x		Approve	
1637	Red Lodge MS	GR78		REGULAR WITH DEFICIENCY	x		Approve	
0084	Red Lodge High School	HS		DEFICIENCY	x		Approve	
0095	Roberts School	EL		DEFICIENCY	x		Approve	
0091	Luther School	EL		DEFICIENCY	x		Approve	
0102	Belfry School	EL		REGULAR WITH DEFICIENCY	x		Approve	
0103	Belfry High School	HS		DEFICIENCY	x		Approve	
1675	Belfry 7-8	GR78		REGULAR WITH DEFICIENCY	x		Approve	
0118	Ekalaka Elementary School	EL		DEFICIENCY	x		Approve	
1676	Ekalaka 7-8	GR78		DEFICIENCY	x		Approve	
0133	Carter County High School	HS		DEFICIENCY	x		Approve	
0132	Alzada School	EL		DEFICIENCY	x		Approve	
0141	Lewis & Clark School	EL		REGULAR WITH DEFICIENCY	x		Approve	
0146	Meadow Lark School	EL		ADVICE	x		Approve	
1624	West Elementary	EL		ADVICE	x		Approve	

0174	Simms High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0173	Fort Shaw Elem School	EL	ADVICE	x		Approve	
1538	Sun River Middle School	GR78	ADVICE	x		Approve	
1657	Cascade Colony School	EL	ADVICE	x		Approve	
9368	MT Sch For Deaf & Blnd El	EL	ADVICE	x		Deny	p. 84 - misassign
9371	MT Sch For Deaf & Blnd HS	HS	ADVICE	x		Deny	
0160	Centerville School	EL	ADVICE	x		Approve	
1654	Big Stone School	EL	ADVICE	x		Approve	
1677	Centerville 7-8	GR78	ADVICE	x		Approve	
0161	Centerville High School	HS	ADVICE	x		Approve	
0195	Big Sandy High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0267	Scobey School	EL	DEFICIENCY	X		Deny	p. 15 - nonlic
0311	Richey High School	HS	REGULAR WITH DEFICIENCY	X		Approve	
0355	Highland Park School	EL	DEFICIENCY	x		Approve	p. 18 addl info for
0356	Lewis & Clark School	EL	DEFICIENCY	x		Approve	the 2011-2012 SY
0357	Garfield School	EL	DEFICIENCY	x		Approve	
1410	Lewistown 7-8	GR78	DEFICIENCY	x		Approve	
1795	Grass Range 7-8	GR78	ADVICE	x		Deny	p. 18 misassign
0368	Grass Range High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 18 misassign
0373	Moore High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0381	Denton High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0367	Grass Range School	EL	REGULAR WITH DEFICIENCY	x		Deny	p. 18 misassign
0379	Roy High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1689	Roy 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0392	Winifred High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 19 misassign
1691	Winifred 7-8	GR78	REGULAR WITH DEFICIENCY	x		Deny	p. 19 misassign
0411	Swan River School	EL	ADVICE	x		Approve	
1694	Swan River 7-8	GR78	ADVICE	x		Approve	
0462	Flathead High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0419	Columbia Falls 7-8	GR78	DEFICIENCY	x		Approve	
0420	Canyon Elementary	EL	ADVICE	x		Deny	p. 23 misassign
0425	Columbia Falls High Schl	HS	DEFICIENCY	x		Deny	p. 23 Library FTE
1695	Cayuse Prairie 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0432	Helena Flats School	EL	ADVICE	x		Approve	
1696	Helena Flats 7-8	GR78	ADVICE	x		Approve	
0436	Smith Valley Primary Schl	EL	ADVICE	x		Approve	
0444	Smith Valley 7-8	GR78	ADVICE	x		Approve	

1660	Bigfork 7-8	GR78	REGULAR WITH DEFICIENCY	x		Deny	p. 21 Admin FTE
1500	L A Muldown School	EL	REGULAR WITH DEFICIENCY	X		Deny	Admin FTE
1501	Whitefish Middle 5-6	EL	DEFICIENCY	X		Deny	p. 22 Library FTE
1598	Whitefish Middle 7-8	GR78	DEFICIENCY	X		Deny	p. 22 Library FTE
1697	Marion 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
1305	West Valley School	EL	DEFICIENCY	x		Approve	p. 21 Int Assist
1692	West Valley Middle School	GR78	REGULAR WITH DEFICIENCY	x		Approve	p. 21 Int Assist
1813	Emily Dickinson School	EL	DEFICIENCY	x		Approve	
1700	Willow Creek 7-8	GR78	DEFICIENCY	x		Approve	
0477	Willow Creek High School	HS	DEFICIENCY	x		Approve	
0489	LaMotte School	EL	ADVICE	x		Approve	
1825	LaMotte 7-8	GR78	ADVICE	x		Approve	
0490	Heck/Quaw Elementary	EL	ADVICE	x		Deny	p. 30 Library FTE
1812	Belgrade Intermediate	EL	ADVICE	x		Deny	p. 30 Library FTE
9027	Manhattan Christian H S	HS	REGULAR WITH DEFICIENCY	X		Approve	
0479	Springhill School	EL	ADVICE	x		Approve	
0484	Pass Creek School	EL	ADVICE	x		Deny	p. 31 Counseling
0543	Browning High School	HS	DEFICIENCY	x		Approve	
0544	Cut Bank 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0545	Cut Bank Elementary	EL	REGULAR WITH DEFICIENCY	x		Approve	
0547	Cut Bank High School	HS	ADVICE	x		Approve	
0565	Granite High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1450	Havre High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 33 Library FTE
0579	Rocky Boy School	EL	ADVICE	x		Approve	
1711	Rocky Boy 7-8	GR78	ADVICE	x		Approve	
1807	Rocky Boy High School	HS	ADVICE	x		Approve	
1714	Boulder 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
	Jefferson High School	HS	DEFICIENCY	x		Approve	
0623	Hobson High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 35 Misassign
1717	Hobson 7-8	GR78	REGULAR WITH DEFICIENCY	x		Deny	p. 35 Misassign
1498	Polson 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0635	Charlo Elementary	EL	DEFICIENCY	x		Approve	
1602	Charlo 7-8	GR78	DEFICIENCY	x		Approve	
0636	Charlo High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0656	Hawthorne School	EL	ADVICE	x		Deny	p. 41 Library FTTE
0663	Warren School	EL	DEFICIENCY	x		Deny	p. 43 Class Size
1461	Jim Darcy School	EL	ADVICE	x		Deny	p. 42 Class Size

1478	Rossiter School	EL	DEFICIENCY	x		Deny	p. 42 Class Size
1582	Four Georgians School	EL	DEFICIENCY	x		Deny	p. 40 Class Size
1722	Augusta 7-8	GR78	DEFICIENCY	x		Approve	
0677	Augusta High School	HS	DEFICIENCY	x		Approve	
0697	Troy High School	HS	REGULAR WITH DEFICIENCY	X		Approve	
0727	Harrison High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 49 Misassign
0733	Circle High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0758	White Sulphur Springs El	EL	REGULAR WITH DEFICIENCY	x		Approve	
1729	White Sulphur Springs 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0759	White Sulphur Springs HS	HS	REGULAR WITH DEFICIENCY	x		Approve	
0766	Alberton High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1730	Alberton 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0767	Superior Elementary	EL	DEFICIENCY	x		Approve	
0768	Superior High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1731	Superior 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0770	St Regis School	EL	DEFICIENCY	x		Approve	
0771	St Regis High School	HS	DEFICIENCY	x		Approve	
1732	St Regis 7-8	GR78	DEFICIENCY	x		Approve	
1573	Lower Grade Hellgate	EL	REGULAR WITH DEFICIENCY	x		Approve	
0794	Bonner School	EL	DEFICIENCY	x		Approve	
0796	DeSmet School	EL	REGULAR WITH DEFICIENCY	x		Approve	
1736	DeSmet 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
1743	Gardiner 7-8	GR78	DEFICIENCY	x		Approve	
0824	Gardiner High School	HS	DEFICIENCY	x		Approve	
0863	Dodson High School	HS	ADVICE	x		Approve	p. 54 update
0879	Whitewater High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
	Dodson 7-8	GR78	ADVICE	x		Approve	
1540	Utterback 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
0893	Conrad High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0904	Miami School	EL	DEFICIENCY	x		Approve	
0930	Broadus School	EL	ADVICE	x		Approve	
1751	Broadus 7-8	GR78	ADVICE	x		Approve	
0931	Powder River Co Dist High	HS	ADVICE	x		Approve	
0937	E F Duvall 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	p. 55 update
0958	Terry High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
0964	Corvallis High School	HS	ADVICE	x		Approve	
0970	Grantsdale School	EL	ADVICE	x		Approve	

1608	Darby 7-8	GR78	DEFICIENCY	x		Approve	
0975	Lone Rock School	EL	ADVICE	x		Approve	
1755	Fairview 7-8	GR78	DEFICIENCY	x		Deny	p. 58 Non lic
0987	Fairview High School	HS	DEFICIENCY	x		Deny	
1411	Frontier School	EL	DEFICIENCY	x		Approve	
1757	Frontier 7-8	GR78	ADVICE	x		Approve	
1532	Wolf Point 7-8	GR78	ADVICE	x		Approve	
1023	Wolf Point High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1026	Brockton High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1029	Froid Elementary School	EL	REGULAR WITH DEFICIENCY	x		Approve	
1761	Froid 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
1030	Froid High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
9059	St Labre High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1048	Thompson Falls High Schl	HS	DEFICIENCY	x		Approve	
1052	Dixon Elementary	EL	DEFICIENCY	x		Approve	
1824	Dixon 7-8	GR78	DEFICIENCY	x		Approve	
1058	Hot Springs High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1046	Plains High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 63 Misassign
1085	Emerson School	EL	ADVICE	x		Deny	p. 65 Class Size
1101	Whittier School	EL	ADVICE	x		Deny	p. 66 Class Size
1569	Margaret Leary School	EL	ADVICE	x		Deny	p. 66 Class Size
1126	Absarokee High School	HS	REGULAR WITH DEFICIENCY	x		Deny	p. 66 Misassign
1154	Fairfield Elementary School	EL	ADVICE	x		Approve	
1165	Greenfield School	EL	DEFICIENCY	x		Approve	
1814	Greenfield 7-8	GR78	DEFICIENCY	x		Approve	
1167	Sunburst Elementary	EL	DEFICIENCY	x		Approve	
1168	Sunburst High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1781	Sunburst Middle School	GR78	DEFICIENCY	x		Approve	
1809	Hillside Colony School	EL	DEFICIENCY	x		Approve	
1815	Rimrock Colony School	EL	DEFICIENCY	x		Approve	
1204	Glasgow High School	HS	REGULAR WITH DEFICIENCY	x		Approve	p. 72 update and
1618	Glasgow 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	timeline
1205	Frazer Elementary	EL	REGULAR WITH DEFICIENCY	x		Approve	
9320	Lustre Christian H S	HS	DEFICIENCY	x		Approve	
1218	Nashua School	EL	ADVICE	x		Approve	
1219	Nashua High School	HS	ADVICE	x		Approve	
1786	Nashua 7-8	GR78	ADVICE	x		Approve	

1228	Hillcrest School	EL	DEFICIENCY	x		Approve	
1230	Harlowton High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1278	Blue Creek School	EL	DEFICIENCY	x		Approve	
1289	Custer High School	HS	REGULAR WITH DEFICIENCY	x		Approve	
1792	Custer 7-8	GR78	REGULAR WITH DEFICIENCY	x		Approve	
1293	Broadview High School	HS	ADVICE	x		Approve	
1794	Shepherd 7-8	GR78	DEFICIENCY	x		Approve	
1301	Shepherd High School	HS	DEFICIENCY	x		Approve	
1304	Independent School	EL	DEFICIENCY	x		Deny	p. 81 Admin FTE
1456	Yellowstone Academy Elem	EL	REGULAR WITH DEFICIENCY	x		Approve	
9028	Billings Central Catholic HS	HS	DEFICIENCY	x		Approve	
1260	Highland School	EL	DEFICIENCY			Intensive Assist	
1262	McKinley School	EL	ADVICE			Intensive Assist	
1266	Poly Drive School	EL	DEFICIENCY			Intensive Assist	
1268	Rose Park School	EL	ADVICE			Intensive Assist	
1270	Washington School	EL	ADVICE			Intensive Assist	
1275	Newman School	EL	ADVICE			Intensive Assist	
1307	Boulder School	EL	ADVICE			Intensive Assist	
1439	Meadowlark School	EL	DEFICIENCY			Intensive Assist	
1471	Bitterroot School	EL	DEFICIENCY			Intensive Assist	
1585	Arrowhead School	EL	ADVICE			Intensive Assist	
1631	Castle Rock 7-8	GR78	DEFICIENCY			Intensive Assist	
1632	Lewis & Clark 7-8	GR78	DEFICIENCY			Intensive Assist	
1645	Riverside 7-8	GR78	DEFICIENCY			Intensive Assist	
1646	Will James 7-8	GR78	DEFICIENCY			Intensive Assist	

Summary of Improvement 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)

BEAVERHEAD COUNTY

Lima Public Schools

Lima School: SY 2009-10 Regular with Deviation Status

10.55.708.1 Teacher is teaching Special Education Not Sole Provider with an elementary license endorsed for elementary curriculum.

2009-2010 Response: Teacher is no longer employed by the district. First occurrence.

OPI Review/Recommendation – 12/10 - Recommend approval of plan.

Lima 7-8: SY 2009-10 Regular with Deviation Status

10.55.708.1 Teacher is teaching Special Education Not Sole Provider with an elementary license endorsed for elementary curriculum.

2009-2010 Response: Teacher is no longer employed by the district. First occurrence.

OPI Review/Recommendation – 12/10 - Recommend approval of plan.

BIG HORN COUNTY

Harding Public Schools

Hardin High School: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach Family Consumer Sciences in grade(s) 9-12 with a secondary level license endorsed for Business Education. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program. 1st yr.

10.55.709.1(a) Hardin High School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 1st yr.

2006-2007 Response: FCS teacher is now in the Northern Plains Transition to Teaching program at MSU-Bozeman and will complete her endorsement in FCS by 2009-10.

OPI Review/Recommendation – 12/07 – Library is not a deviation this year due to decline in enrollment (current enrollment – 499). Recommend approval of plan for FCS teacher.

Hardin High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher assigned to teach Geography in grade(s) 11-12 with an elementary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Family Consumer Sciences in grade(s) 9-12 with a secondary level license endorsed for Business Education. This is the fifth year the district has misassigned this teacher. This is the fifth year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-2008 Response: FCS teacher will finish the Northern Plains Transition to Teaching program at MSU by the summer 2009. Elementary teacher will not be teaching Geography. **Family Consumer Science teacher removed from teaching.**

OPI Review/Recommendation – 12/08 – Recommend approval of the plan.

Hardin High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709 Teacher does not have a library endorsement. First occurrence.

2008-09 Response: Non-licensed teacher is no longer employed. Librarian working toward acceptance in library internship program at MSU. Should be accomplished by the end of the current year.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Hardin High School: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hardin Middle School: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hardin Intermediate School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for English, Art, and Psychology. This is the first year the district has misassigned this teacher.

2007-08 Response: Teacher is enrolled in an Elementary Ed. Program. Detailed course of action and timeline submitted.

OPI Review/Recommendation – 12/08 – Recommend approval of plan.

Hardin Intermediate School: SY 2008-09 Deficiency Status

10.55.708.1 Teacher is assigned to teach Elementary Self-contained (only) with a secondary level license endorsed for English, Art, and Psychology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2008-09 Response: Teacher is progressing in completing elementary education program. Now projected to be completed by the end of the current year.

OPI Review/Recommendation – 12/09 – Continue to monitor.

Hardin Intermediate School: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hardin Primary: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana license.

2008-09 Response: Teacher now holds a valid Class 5 license.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Hardin Primary: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Crow Agency School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana license.

2008-09 Response: Teacher is no longer employed with the district.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Crow Agency School: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Fort Smith Elementary School: SY 2009-2010 Deficiency Status

10.55.707 Staff member employed as the school psychologist was not certified as such.

2009-10 Response: Non-licensed teacher is no longer employed. A certified school psychologist has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Pryor Public Schools

Pryor (All schools): SY 2004-05 Advice Status, SY 2005-06 Deficiency Status

10.55.902 Basic instructional program is not met. Music is not offered ½ unit each year in grades seven and eight.

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

2004-2005 Response: None

OPI Review/Response – 2/03/06 – Deviations have not been corrected.

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

10.55.707.1 District using teachers who do not have valid Montana teaching license.

10.55.902.4 No world language in grades 7-8

10.55.904.2 No world language in grades 9-12

2005-2006 Response: District will be using licensed teachers by SY 2006-07. Fire code issues have been resolved – report will be forthcoming. German will be offered beginning in SY 2006-07.

OPI Review/Response – 2/16/07

Pryor Elementary – Plan accomplished; librarian is now endorsed – 1st yr.

Pryor 7-8 - School no longer using non-licensed teachers and facilities issues have been resolved. School does not offer required basic instructional program – Vocational and world language courses are not offered. Librarian is not endorsed – 1st yr.

Plenty Coup HS – School no longer using non-licensed teachers and facilities issues have been resolved. School does not offer required basic instructional program – no World Language courses are offered. Librarian is not endorsed – 1st yr.

Pryor 7-8: SY 2006-07 Deficiency Status

10.55.709 Teacher does not have a library endorsement. 1st yr.

10.55.902.4 Basic instructional program is not met. Third occurrence. World Language and vocational/technical education are not offered ½ unit each year in grades seven and eight.

Pryor 7-8: SY 2007-08 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language and vocational/technical education are not offered ½ unit each year in grades seven and eight. Fourth occurrence.

2007-08 Response: No improvement plan was submitted. Recommend on-site visit and intensive technical assistance.

Plenty Coups High School: SY 2006-07 Deficiency Status

10.55.709 Teacher does not have a library endorsement. 1st yr.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. Second occurrence.

2006-07 Response: No improvement plan was submitted. Librarian now properly endorsed. World Language still not offered in 7-8 or two units at HS.

OPI Review/Recommendation – 12/07 – Worked with district to secure a plan. World Language now offered at 7-8. Two units of World Language at HS will consist of Spanish I and Crow Language classes.

Plenty Coups High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: No improvement plan was submitted. Recommend on-site visit and intensive technical assistance. Teacher licensed on December 21, 2007.

OPI Review/Response 2/10/2009: On-site visit conducted on 2/10/2009. Improvement plans will be submitted on time. Received improvement plan 2/17/2008 – World Language and Computers are being taught by an elementary certified teacher. Recommend approval but will continue to monitor.

Plenty Coups High School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Non-licensed teacher is no longer employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Pryor Public Schools (All): SY 2008-09 Advice Status

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 38 students. First occurrence.

2008-09 Response: Librarian is currently working on endorsement.

OPI Review/Recommendation – 12/09 – Recommend approval of plan but secure more specifics as to certification program and time line. Suggest to district that the librarian participate in internship program.

Lodge Grass Public Schools

Lodge Grass 7-8: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

OPI Review/Recommendation – 12/09 - Teacher now licensed.

Lodge Grass 7-8: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received a Class 5 alternative license.

OPI Review/Recommendation – 12-10- Recommend approval of plan. Monitor teacher progress toward licensure.

Lodge Grass High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9-11 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

OPI Review/Recommendation – 12/09 - Teacher now licensed. Science teacher now has broadfield endorsement.

Lodge Grass High School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received a Class 5 alternative license.

OPI Review/Recommendation – 12-10- Recommend approval of plan. Monitor teacher progress toward licensure.

Wyola Public Schools

Wyola School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2009-10 Response: Teacher has obtained Class 5 alternative teaching license. 10.55.709.2 – certified counselor has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor teacher progress toward licensure.

Wyola 7-8: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2009-10 Response: Teacher has obtained Class 5 alternative teaching license. 10.55.709.2 – certified counselor has been employed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor teacher progress toward licensure.

BLAINE COUNTY

Chinook Public Schools

Meadowlark School: SY 2008-09 Advice Status

10.55.712.1 Class load exceeds maximum enrollment. One grade 1 class exceeds 20 students by two. Sufficient aide support is not provided. Third occurrence.

2008-09 Response: District will hire necessary paraprofessionals to cover overloads.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Meadowlark School: SY 2009-10 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. One Class is overloaded by 5 students; an overload of 5 or more students is considered excessive. Fourth occurrence.

2009-10 Response: District will hire necessary paraprofessionals to cover overloads.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Chinook High School: SY 2008-09 Advice Status

10.55.708.1 Teacher is teaching Mathematics in high school with an elementary level license. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program

2008-09 Response: Teacher will participate in OPI endorsement internship program.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Hays Lodge Pole Public Schools

Lodge Pole School: SY 2009-10 Deficiency Status

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

10.55.708.1 Teacher assigned outside of endorsement area.

2009-10 Response: 10.55.707.1 – Teacher has received teaching license. 10.55.708.1 – Teacher will not teach outside endorsement area.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hays-Lodge Pole 7-8: SY 2009-10 Deficiency Status

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

2009-10 Response: Teacher has received Montana license.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hays-Lodge Pole High School: SY 2009-10 Regular with Deficiency Status

10.55.705 A .5 FTE Principal is required for Licensed Staff level of 14.8 FTE. First occurrence.

10.55.708.1 Teacher assigned outside of endorsement area.

2009-10 Response: Administrator was hired for the 2009-10 SY. Teacher will teach only in the properly endorsed area in Science.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

BROADWATER COUNTY

Townsend Public Schools

Broadwater High School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received license after the Fall reporting date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Townsend 7-8: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received license after the Fall reporting date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

CARBON COUNTY

Belfry Public School

Belfry School: SY 2009-10 Regular with Deficiency Status

10.55.708.1 Teacher is teaching Multi-Media Development with an endorsement in Business Education and Computer Science. First occurrence.

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2009-10 Response: Teacher is no longer employed by the district and technology classes are not taught by a K-8 educator. Teacher is currently completing endorsement and will be endorsed by the 2011-12 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor licensure of librarian.

Belfry 7-8: SY 2009-10 Regular with Deficiency Status

10.55.708.1 Teacher is teaching General Social Science and is endorsed in Math, Science (Broadfield) and Biology. Teacher is teaching Health/Physical Education and is endorsed in Music. Second occurrence.

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2009-10 Response: PE teacher is no longer employed by the district and technology classes are not taught by a K-8 educator. General Social Science teacher is no longer misassigned and is teaching in her endorsed area. Teacher is currently completing endorsement and will be endorsed by the 2011-12 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor licensure of librarian.

Belfry High School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is teaching Family/Consumer Science and is endorsed in Math, Science (Broadfield) and Biology. Teacher is teaching Health/Physical Science and is endorsed in Social Studies (Broadfield).

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed. First occurrence.

2009-10 Response: Non-licensed teacher did receive endorsement after the fall reporting date. PE teacher continues to be employed by the district until a licensed teacher can be employed. Health teacher is no longer misassigned and is teaching in her endorsed area. Teacher is currently completing endorsement and will be endorsed by the 2011-12 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor licensure of librarian.

Bridger Public Schools

Bridger Elementary: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Kindergarten with a Special Education license only. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher will meet Montana licensing requirements on 11/12/2008.

OPI Review/Recommendation – 12/08 – Correct endorsement still pending – will continue to monitor. Recommend approval if endorsement received by February 1, 2009.

OPI Review/Recommendation – 2/09 – Endorsement not received by February 1 – will continue to monitor and report back at May BPE meeting.

Bridger Elementary: SY 2008-09 Deficiency Status

10.55.708.1 Teacher is assigned to teach Kindergarten with a Special Education license only. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program

OPI Review/Recommendation – 12/09 – Teacher now properly licensed and endorsed.

Luther Public School

Luther School: SY 2009-10 Deficiency Status.

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received her educator license 5/13/2010.

OPI Review/Recommendation – 12/10- Recommend approval of plan.

Red Lodge Public Schools

Red Lodge Middle School: SY 2009-10 Regular with Deficiency Status

10.55.708.1 Teacher is assigned to teach German and is endorsed in Spanish and Art. Teacher is assigned to teach Drama and is endorsed in Music. First occurrence.

2009-10 Response: German class has been dropped from the schedule due to not having an appropriate endorsement.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

Red Lodge High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 9-12 with a Career and Vocational level license endorsed for T&I - Graphic Arts. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is now licensed. Teacher is now endorsed to teach Physics.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Red Lodge High School: SY 2009-10 Deficiency Status

10.55.708.1 Teacher is assigned to teach chemistry with a physics endorsement. Fourth occurrence for the teacher/first time for the position.

2009-10 Response: The teacher will teach physics but new teacher will teach chemistry.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

Roberts Public School

Roberts School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Non-licensed teacher has been replaced by a licensed educator.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

CARTER COUNTY

Alzada Public School

Alzada School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 2 students. First occurrence.

10.55.710.3 School and/or district have fewer than 125 students and do not provide school counseling services. Current enrollment is 2 students. First occurrence.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

OPI Review/Response: Teacher is now licensed. Notified the county superintendent/treasurer that a plan is needed for the other two issues. Will be working with her designee to secure one.

Revised Response: The district has submitted an alternative standard request for both counseling and library utilizing the services of MSSA. These will be up for approval at the July 2010 BPE meeting.

OPI/Review/Response: Recommend approval of corrective plan.

Ekalaka Public Schools

Ekalaka Elementary School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received license after the December 1 reporting date.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

Ekalaka 7-8: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received license after the December 1 reporting date.

OPI Review/Recommendation – 12-10 – Recommend approval of plan.

Carter County High School: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-10 Response: Teacher received license after the December 1 reporting date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

CASCADE COUNTY

Belt Public Schools

Belt 7-8: SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. Career technical education is not offered ½ unit each year in grades seven and eight. First occurrence.

2008-09 Response: District will develop a vocational program offering for the 7th and 8th grade.

OPI Review/Recommendation: Plan accomplished.

Centerville Public Schools**Centerville High School: SY 2009-10 Deficiency Status**

10.55.708.1 Teacher is assigned to teach business mathematics, accounting, and general business in grades 9-12 with a secondary level license endorsed for Social Studies broadfield. Teacher is assigned to teach Montana History and History of Man and Society in grades 9-12 with a Physical Education and Psychology license.

2008-09 Response: Teacher received her business education endorsement January 2010. Teacher is enrolled in Social Studies endorsement and is making progress toward meeting the requirements of licensure.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Great Falls Public Schools**Lewis and Clark School: SY 2009-10 Regular with Deficiency**

10.55.708 Teacher is assigned to teach Special Education with an endorsement in reading.

2009-10 Response: Teacher has been recommended for licensure and waiting certification.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor licensure of teacher.

Meadowlark School: SY 2009-10 Advice Status

10.55.710 1.3 FTE Counselors are required for enrollment of 508. Second occurrence.

2009-10 Response: Counseling time has been reallocated so that the school will have adequate counseling FTE.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

West Elementary: SY 2009-10 Advice Status

10.55.710 1.2 FTE Counselors are required for enrollment of 490. Second occurrence.

2009-10 Response: Counseling time has been reallocated so that the school will have adequate counseling FTE.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Sun River Valley Schools**Cascade Colony School: SY 2009-10 Advice Status**

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2008-09 Response: Teacher is working on library endorsement and has applied for a Class 5 alternative license.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Continue to monitor library endorsement.

Fort Shaw Elementary School: SY 2009-10 Advice Status

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian. Second occurrence.

2008-09 Response: Teacher is working on library endorsement and has applied for a Class 5 alternative license.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Continue to monitor library endorsement.

Sun River Middle School: SY 2009-10 Advice Status

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian. First occurrence.

2008-09 Response: New teacher is a certified librarian.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Sun River High School: SY 2009-10 Regular with Deficiency Status

10.55.708.1 Teacher is assigned to teach vocational/agricultural education and let his endorsement lapse. This is the first occurrence for the teacher/first time for the position.

2008-09 Response: A certified vocational/agricultural teacher has been hired.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

CHOUTEAU COUNTY

Big Sandy Public Schools

Big Sandy High School: SY 2009-10 Regular with Deficiency Status

10.55.708 Teacher was assigned to teach General Science and Physics with an endorsement in biology.

2009-10 Response: A teacher with a broadfield science degree was hired from South Dakota. The teacher is currently working on obtaining her Montana license.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor teacher certification.

Fort Benton Public Schools

Fort Benton 7-8: SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First occurrence.

OPI Review/Recommendation – 12/09 – Adjustments made and the deviation has been corrected.

Highwood Public Schools

Highwood Elementary: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

10.55.709 Teacher does not have a library endorsement. Third occurrence.

2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program.

OPI Review/Recommendations – 12/09 – Plan accomplished.

Highwood Middle School: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. Second occurrence.

Highwood Middle School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

10.55.709 Teacher does not have a library endorsement. Third occurrence.

2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program.

OPI Review/Recommendations – 12/09 – Plan accomplished

Highwood High School: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. Third occurrence.

10.55.708.1 Teacher is teaching Health/Physical Education in high school with an elementary level license. This is the first year the district has misassigned this teacher.

2007-08 Response: Will encourage the teacher to enroll in a librarian internship. Teacher will not be teaching PE next year

OPI Review/Recommendation – 12/08 – Teacher not in an internship program.

Recommend disapproval of the plan and a new plan be submitted by March 2009.

Revised Response: Highwood Schools has submitted an alternative standard for library.

OPI Review/Recommendation – 3/08 – will evaluate the alternative and make a recommendation at the May BPE meeting.

Highwood High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.708.1 Teacher is assigned to teach General Shop in grade(s) 9-12 with a secondary level license endorsed for Social Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Physical Education (only) in grade(s) 9-12 with a secondary level license endorsed for Mathematics and Science (Broadfield). This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program. District will be working with a community member to get a Class 5 to teach general shop classes. District will use distance learning for PE classes.

OPI Review/Recommendations – 12/09 – Plan accomplished

DANIELS COUNTY

Scobey Public Schools

Scobey Elementary: SY 2007-08 Advice Status

10.55.709.1 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 131 students. Second occurrence.

2007-08 Response: District has hired a retired, properly licensed librarian until a teacher becomes properly endorsed for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Scobey Elementary: SY 2008-09 Advice Status

10.55.709.1 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 132 students. Third occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One grade K and one grade 1 class exceed 20 students by one each. Sufficient aide support is not provided. First occurrence.

2008-09 Response: District will hire a 1.0 FTE librarian for the 2009-10 school year. Para-professionals will be hired for class overloads.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Scobey Elementary: SY 2009-10 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2009-10 Response: Teacher continues to employ a non-certified Special Education teacher. Teacher has been denied emergency certification. District states teacher has enrolled in teacher preparation program. No evidence was provided.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Will request an additional plan by the May 2011 BPE meeting. Recommend Step 1 of Intensive Assistance at the May 2011 BPE meeting. 3rd occurrence of the use of non-licensed teacher.

DAWSON COUNTY

Richey Public Schools

Richey High School: SY 2009-10 Regular with Deviation Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9-12 with a reading and school counseling endorsement. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 9-12 with a Mathematics and Psychology endorsement. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2009-10 Response: The district now employs a broad field science certified teacher.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

FERGUS COUNTY

Lewistown Public Schools

Garfield School: SY 2006-07 Advice

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 184 students. Third occurrence.

Highland Park School SY 2006-07 Advice

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Third occurrence.

Lewis & Clark School: SY 2006-07 Advice

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 198 students. 3rd yr.

Lewistown 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 228 students. 3rd yr.

2006-07 Response: The district plans to hire additional librarians when funding becomes available, hopefully in the "very near future."

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Revised Response: The district will add the needed 1.0 FTE Librarian for the 2009-2010 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-2009 school year.

OPI Review/Recommendation – 5/08 - Recommend Approval

Garfield School: SY 2007-08 Deficiency

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 214 students. Fourth occurrence.

Highland Park School SY 2007-08 Deficiency

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Fourth occurrence.

Lewis & Clark School: SY 2007-08 Deficiency

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. Fourth occurrence.

Lewistown 7-8: SY 2007-08 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 218 students. Fourth occurrence.

Fergus High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Submitted a plan for library alternative standard (recommended disapproval). District plans to budget for the 2009-10 school year to add at least a half time librarian if not a full-time librarian in the elementary schools. Unlicensed teacher no longer employed.

OPI Review/Recommendation – 12/08 – Did not follow through with the 2006-07 plan to increase library FTE by one (even decreased from 2.039 to 2.000). Recommend disapproval of the current plan and an on-site visit and intensive technical assistance.

OPI Review/Recommendation – 2/09 – Will visit in March and report back to the BPE in May

Lewistown Elementary Schools On-Site Visit

Date of the visit – April 2, 2009

Present were: Jason Butcher - Superintendent, Dave Byerly - Board Chair, Mike Waterman - Business Manager, Dale Kimmet - Accreditation Specialist, Colet Bartow - Library/Media Specialist

Continued Deviation: Not enough library FTE for all the elementary schools

- **Discussed the Accreditation Response Options for Continuing Deviations.**
- **Lewistown Elementary employs 1 librarian for 4 schools. The required FTE is 2.5 librarians.**
- **Discussed the possibility of OPI giving the district 3-5 years to incremental increase the FTE.**
- **The Lewistown Board of Trustees will discuss the options and a plan will be sent before April 20, 2009.**

Revised Response: The district will add the needed 1.0 FTE Librarian for the 2009-10 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-09 school year.

OPI Review/Recommendation – 5/09 - Recommend Approval

OPI Review/Recommendations – 12/9 – Received notice from Lewistown in August stating the district would not be hiring the 1.0 FTE librarian. The district cited the failure of the May elementary levy and the subsequent budget constraints created by that failure. The district will closely examine the 2010-2011 budget and “hopefully if the funds are available” look again at hiring a librarian. A copy of the communication is provided.

Recommend disapproval of the most recent plan and move the district to Step 2 of the Response Options for Continuing or Serious Deviations.

Revised Response: The district will add a .5 FTE librarian for the 2010-2011 school year. The district will add remaining .5 FTE librarian by the 2012-2013 school year.

OPI Review/Recommendations – 12/10 - Recommend approval of the revised corrective plan. Further recommend that along with the approval notice the district would also be informed that failure to follow through on the plan will result in the district returning directly to Step 2 of the Accreditation Response Options for Continuing or Serious Deviations. Requesting improvement plan for the 2011-2012 school year for the May 2011 BPE meeting.

Grass Range Public School

Grass Range School: SY 2009-2010 Regular with Deficiency Status

10.55.708 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. Will request an additional plan by the May 2011 BPE meeting.

Roy Public Schools

Roy 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching General Science and is endorsed in Mathematics and Psychology. Second Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations – 12/10 – Recommend approval of plan.

Roy High School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching General Science and is endorsed in Mathematics and Psychology. Second Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations – 12/10 – Recommend approval of plan.

Winifred Public Schools

Winifred 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Health/Physical Education and is endorsed in Social Studies (Broadfield). Second Occurrence.

2009-2010 Response: Teacher was to apply for a Class 5 license.

**OPI Review/Recommendations – 12/10 – Recommend denial of plan. Plan not accomplished.
Will request an additional plan by the May 2011 BPE meeting.**

Winifred High School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Health/Physical Education and is endorsed in Social Studies (Broadfield). Second Occurrence.

2009-2010 Response: Teacher was to apply for a Class 5 license.

**OPI Review/Recommendations – 12/10 – Recommend denial of plan. Plan not accomplished.
Will request an additional plan by the May 2011 BPE meeting.**

Denton Public Schools

Denton 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Art and is endorsed in Music. Second Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations – 12/10 – Recommend approval of plan.

Moore Public Schools

Moore High School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching General Agriculture and is not endorsed in subject area. First Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations – 12/10 – Recommend approval of plan.

FLATHEAD COUNTY

Big Fork Public Schools

Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.

10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.

10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31 students. Second occurrence.

2004-2005 Response: Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.

2005-2006 Response: Bigfork School - no Response was forthcoming.

OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5th yr.

2005-2006 Response: Bigfork 7-8 – FCS teacher not endorsed and is not working toward endorsement. Health teacher is not endorsed and is not working toward endorsement.

OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.

Bigfork 7-8: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for an acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 – OPI continues to work with the district to develop an acceptable plan. Meeting was held in Bigfork with the administration on 3/31/08. Plan is 90% complete. Will continue process and report back at July BPE meeting.

Bigfork 7-8: SY 2008-09 Deficiency Status

10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broad field social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

OPI Review/Recommendations – 12/09 - Approved plan progressing – will continue to monitor.

Bigfork 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching English/Language Arts and is endorsed in History-Political Science and Social Studies (Broadfield). First Occurrence.

10.55.705 .5 FTE Principal is required for total licensed staff of more than 8 and less than 18 FTE. First Occurrence.

2009-2010 Response: Teacher is now teaching in her licensed and endorsed area. No plan was included for lack of administrative FTE.

**OPI Review/Recommendations – 12/10 – Recommend approval of 10.55.708 plan.
Recommend disapproval of 10.55.705 for Administrative FTE. Will request an additional plan by the May 2011 BPE meeting.**

Lakeside Somers Public School

Somers Middle School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach General Shop in grades 7-8 with a secondary level license endorsed for Physical Education and Health. This is the second year the district has misassigned the teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2008-09 Response: Both teachers no longer employed by the district.

OPI Review/Recommendation – 12/09 – Plan accomplished.

West Valley Public School

West Valley School: SY 2008-09 Advice Status

10.55.705.1(b) (ii) The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.2 and enrollment is 274. This is the first year for this deviation.

10.55.708.1 Teacher is assigned to teach all Title I in grades 3-5 with a secondary license endorsed for Math and Psychology. This is the first year the district has misassigned the teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) The school does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 274. This is the second year for this deviation.

2008-09 Response: There are not sufficient funds to hire additional administrative FTE. Title I teacher was a coding error. There must have been a coding error as well with the librarian as they employ a full-time librarian.

OPI Review/Recommendation – 12/09 – Recommend disapproval of administrative FTE plan. Will request an additional plan by the March 2010 BPE meeting.

Additional Response: The district continues to hold to the original response above concerning the administrative FTE deviation.

OPI Review/Recommendations: Recommend that the district be moved to Step 1 of the Accreditation Response Options for Continuing or Serious Deviations.

OPI Review/Recommendations – 1/11 – Schools have submitted an improvement plan outlining each area of deficiency. All deficiencies will be remediated by 2011-2012 school year. Recommend approval of 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.

Swan River Public School

Swan River 7-8: SY 2008-09 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grades 7-8 with a secondary level license endorsed for Social Studies Broadfield. This is the second year the district has misassigned the teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.7112.2 Multi-grade classroom exceeds maximum class size. Combination grades 7-8 exceeds 30 by six. An overload of five students is considered excessive. This is the first year for this deviation.

10.55.902.4 Basic instructional program is not met. Career Technical Education is not offered ½ unit each year in grades 7-8. This the first year for this deviation.

2008-09 Response: No plan was received.

OPI Review/Recommendation – 12/09 – Will continue to request a plan for the March 2010 BPE meeting.

Revised Response: Received corrective plan. Special Education teacher is now properly licensed and endorsed. Overloaded classroom deviation was an ADC entry error. District does offer ½ unit of Career and Technical Education for grades 7-8. Class was left off of the schedule by mistake.

OPI Review/Response: No action necessary as the plan was received and all deviations are corrected or were the result of entry error.

Cayuse Prairie Public Schools

Cayuse Prairie 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Math and is endorsed in History and Physical Education. First Occurrence.

2009-2010 Response: Data entry error in coding teacher assignment.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Columbia Falls Public Schools
Canyon Elementary: SY 2009-2010 Advice Status

10.55.709 Teacher is not endorsed in Library. Second occurrence.

2009-2010 Response: Teacher will enroll in the internship program for the 2010-2011 SY.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Teacher not enrolled in the internship program for this school year. Will request an additional plan by the May 2011 BPE meeting.

Columbia Falls 7-8: SY 2009-2010 Deficiency Status

10.55.707 Teacher was unlicensed in this school year.

2009-2010 Response: It is acknowledged that she was issued a license on 1/29/2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

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 does 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. Will request an additional plan by the May 2011 BPE meeting.

Fair-Mont Egan Public Schools

Fair-Mont Egan (All Schools): SY 2004-05 Advice Status

10.55.703 Principal does not have an administrator's license endorsed for elementary or secondary principal.

2004-2005 Response: Principal is currently enrolled in a state accredited master's in public administration program.

OPI Review/Response – 2/03/06 – Recommend disapproval of plan. Principal needs to be enrolled in an educational administration program.

2005-2006 Response: No additional plan was forthcoming.

OPI Review/Response – 2/16/07 – Principal is still not endorsed and not enrolled in an intern program or course of study for school administration. School will move to Deficiency Status.

Fair-Mont-Egan School: SY 2006-07 Deficiency Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. 3rd yr.

10.55.708.1 Teacher is assigned to teach Health & Physical Education in grade 6 with a secondary level license endorsed for Science (Broadfield). This is the first year the district has

misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

Fair-Mont-Egan 7-8: SY 2006-07 Deficiency Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary or secondary principal. 3rd yr.

10.55.708.1 Teacher is assigned to teach General Social Science, Math, and English/Language Arts in grades 7, 7-8, and 8, respectively, with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

OPI Review/Recommendation – 12/07 – On 10/24/07 meeting was held with county superintendent, board chair and administrator. An adequate resolution and improvement plan was developed. Completion of proper endorsement is scheduled for summer of 2008. County superintendent will monitor. Recommend approval of plan.

Fair-Mont-Egan Schools: SY 2007-08 Deficiency Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. Fourth occurrence.

2007-08 Response: Principal completed degree and applied for a Montana Class 3 license.

OPI Review/Recommendation – 12/08 – Principal endorsement pending in licensure. Will continue to monitor.

OPI Review/Recommendation – 3/09 – Principal received the proper endorsement on 1/14/09 – Plan completed

Fair-Mont-Egan Schools: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(a) School does not provide a half-time (.5 FTE) licensed librarian for a student population of 126-250 students. First year for this deviation.

2008-09 Response: Teacher received Class 5 license after December 1 deadline – now current. District has added additional library FTE.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Helena Flats School

Helena Flats School: SY 2007-08 Advice Status

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students. Third occurrence.

10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two (2) and three by four (4) each. One combination grade PK-K exceeds 20 students by three (3). Third occurrence.

2007-08 Response: Have a .10 FTE school psychologist who helps with counseling. Have paraprofessionals in classrooms as required.

OPI Review/Recommendation – 12/08 – Recommend alternative variance.

OPI Review/Recommendation – 2/09 – Have received an alternative standard – will review and make a recommendation at the May BPE meeting.

OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.

Helena Flats School: SY 2008-09 Deficiency Status

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .423 FTE for 169 students. Fourth occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One grade K exceeds 20 students by five and one grade 4 by nine. An overload of five students is considered excessive. Fourth occurrence.

2008-09 Response: Incomplete.

OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.

Helena Flats School: SY 2009-2010 Advice Status

10.55.712 Superintendent does not have an administrator's license endorsed for superintendent. First Occurrence.

2009-2010 Response: Superintendent completed endorsement in July 2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Helena Flats 7-8: SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

2008-09 Response: Incomplete.

OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.

OPI Review/Recommendations – The above deviations have been corrected. No further action required.

Helena Flats 7-8: SY 2009-2010 Advice Status

10.55.712 Superintendent does not have an administrator's license endorsed for superintendent. First Occurrence.

2009-2010 Response: Superintendent completed endorsement in July 2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Marion Public Schools
Marion 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Health and is endorsed in Counseling. First Occurrence.

2009-2010 Response: Teacher will be assigned appropriately for the 2010-2011 School Year. Elementary endorsed teachers will be teaching the Junior High Health courses.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Smith Valley Public Schools
Smith Valley School: SY 2009-2010 Advice Status

10.55.710.2 School does not provide counseling services. First Occurrence.

2009-2010 Response: Teacher registered her Montana Educator license and is now certified to provide counseling services.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Smith Valley 7-8: SY 2009-2010 Advice Status

10.55.710.2 School does not provide counseling services. First Occurrence.

2009-2010 Response: Teacher registered her Montana Educator license and is now certified to provide counseling services.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Whitefish Public Schools
Whitefish - LA Muldown: SY 2004-05 Advice Status

10.55.705 LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 615.) Second occurrence.

10.55.710 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.5 FTE for 615 students.

2004-2005 Response: Will have two full-time principals for the 2006-07 school year, after completed construction of facilities. Additional counseling will be hired for the 2006-07 school year to fulfill the need.

OPI Review/Response – 2/03/06 – Plan not acceptable. Recommend disapproval of plan.

2005-2006 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – Principal and librarian FTE deviations continue. No plan to correct apparent.

LA Muldown School: SY 2006-07 Deficiency Status

10.55.705.1(c) LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 610.) 4th yr.

10.55.710.2 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. 3rd yr. The school currently needs 1.525 FTE for 610 students.

LA Muldown: SY 2007-08 Deficiency Status

10.55.705.1(c) School does not employ two principals who devote full time to supervision and administration. School's current enrollment is 610. Fifth occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.533 FTE for 613 students. Fourth occurrence.

2007-08 Response: The district with budget limitations has assigned an increase of 1.5 FTE administrators for the 2008-09 school year. Future increase in funding allowed will allow us to assign 2.0 FTEs. The district has increased counseling services to 1.5 FTE for the 2008-09 school year.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Recommend approval.

LA Muldown: SY 2008-09 Deficiency Status

10.55.705.1(c) School does not employ two principals who devote full time to supervision and administration. School's current enrollment is 610. Sixth occurrence.

2008-09 Response: The district will assign an increase to the required 2.0 administrative FTE beginning in 2009-2010.

OPI Review/Recommendation – 12/09 – Plan not accomplished.

Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

2004-2005 Response: Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient. District will assign existing full-time librarian to Central 7-8 School.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.

2005-06 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6th yr.

Whitefish – Central 5-6: SY 2007-08 Advice Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.78 and 277 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 277 students. Second occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.69 FTE for 277 students. First occurrence.

2007-08 Response: Will increase principal FTE to 1.0 FTE. Will have .5 FTE librarian and .5 FTE aide. Will increase counselor FTE to meet requirements.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Has applied for a library alternative. Recommend approval.

Whitefish – Central 5-6: SY 2008-09 Advice Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.574 and 263 students. Second occurrence.
10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Third occurrence.

2007-08 Response: The district will assign an increase to 1.0 administrative FTE. District will keep staffing pattern for librarian at this time.

OPI Review/Recommendation – 12/09 – Plan not accomplished for administrative FTE. Recommend disapproval of retaining current library staffing plan for 5-8 building.

Whitefish – Central 5-6: SY 2009-2010 Deficiency Status

10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Fourth occurrence.

2009-2010 Response: The district has assigned 1.0 FTE Librarian to the building along with a paraprofessional and technology teacher.

OPI Review/Recommendation – 12/10 – The 5-6 and 7-8 Schools consolidated at the beginning of the 2010-2011 School Year. The school continues to not employ sufficient Library FTE. Recommend disapproval of plan. Plan indicates an alternative method of providing programming for students; however, no alternative standard is approved or in place. Will request an additional plan by the May 2011 BPE meeting.

Whitefish Central 7-8: SY 2006-07 Deficiency Status

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50% complete. Will continue process and report back at July BPE meeting.

Whitefish Central 7-8: SY 2007-08 Deficiency Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 24.0 and 256 students. First occurrence.
10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Seventh occurrence.
10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.64 FTE for 256 students. First occurrence.

2007-08 Response: Principal FTE increase to 1.0. Librarian FTE at .5 with a .5 aide. Counselor FTE increase to meet accreditation.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Will revisit the alternative standard for library and make a recommendation at the March BPE meeting.

OPI Review/Recommendation – 2/09 – The alternative standard will be revisited this spring and a recommendation will be made at the May BPE meeting.

OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.

Whitefish Central 7-8: SY 2008-09 Deficiency Status

10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Eighth occurrence.

2008-09 Response: District will keep current library staffing plan for 5-8 building.

OPI Review/Recommendation – 12/09 – Recommend disapproval of retaining current library staffing plan.

Recommend moving the Whitefish Central 5-6 and Whitefish Central 7-8 to Step 1 of the Response Options for Continuing or Serious Deviations.

Whitefish – Central 7-8: SY 2009-2010 Deficiency Status

10.55.709.1(c) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Ninth occurrence.

2009-2010 Response: The district states they either assign the librarian to the 5-6 or the 7-8. The corrective plan submitted did not outline a plan of correction.

OPI Review/Recommendation – 12/10 – The 5-6 and 7-8 Schools consolidated at the beginning of the 2010-2011 School Year. The school continues to not employ sufficient Library FTE. Recommend disapproval of plan. Will request an additional plan by the May 2011 BPE meeting.

Kalispell Public Schools

Flathead High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching General Science and is endorsed in Earth Science and Physical Education and Health. Teacher is teaching Physics and is endorsed in Biology. Teacher is teaching French and is endorsed in English. First Occurrence.

2009-2010 Response: Teachers are all assigned in appropriate areas.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

GALLATIN COUNTY

Bozeman Public Schools

Emily Dickinson School: SY 2008-09 Advice Status

10.55.709.1(c) The school does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 504 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two grade 4 classes exceed 28 students by two each. Sufficient aide support is not provided. First occurrence.

2007-08 Response: Both deviations will be corrected either by enrollment changing or the addition of additional library FTE or aide support in the case of the overloads.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Emily Dickinson School: SY 2008-09 Deficiency Status

10.55.707 Teacher is assigned as School Psychologist and was unlicensed in this school year.

2009-2010 Response: Teacher received license on January 28, 2010.

OPI Review/Recommendation – 12/10 – Plan accomplished.

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. Will request an additional plan by the May 2011 BPE meeting.

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. Will request an additional plan by the May 2011 BPE meeting.

LaMotte Public School
LaMotte School and 7-8: SY 2009-2010 Advice Status

10.55.605 Advice Status: School completed inaccurate or incomplete reports. First occurrence.

2009-2010 Response: Schools did not complete the Five-Year Comprehensive Education Plan for the 2009-2010 SY. Administrator will complete the school plans and submit the plan.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Plan completed.

Pass Creek Elementary: SY 2009-2010 Advice Status

10.55.710.2 Assignment of Counseling Staff - No Services. First occurrence.

2009-2010 Response: County Superintendent stated that an alternative standard would be submitted according to the MSSA library program.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. No alternative standard was received. Will request an additional plan by the May 2011 BPE meeting.

Springhill School: SY 2009-2010 Advice Status

10.55.710.2 Assignment of Counseling Staff - No Services. First occurrence.

2009-2010 Response: A counselor was employed for the school year.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

GARFIELD COUNTY

Willow Creek Public Schools
Willow Creek School and 7-8: SY 2009-2010 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2009-2010 Response: Teacher is enrolled at MSU Bozeman and applied for a Class 5 Provisional certificate.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor of teacher license.

GLACIER COUNTY

Browning Public Schools
Browning High School: SY 2009-2010 Regular with Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license. First Occurrence.
10.55.708 Teacher is teaching mathematics and is endorsed in Special Education.

2009-2010 Response: Teacher completed requirements and is now a licensed educator. Misassigned teacher is no longer teaching in the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Cut Bank Public Schools

Cut Bank School and 7-8: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Special Education and is endorsed in Health and Psychology.

2009-2010 Response: Teacher is no longer employed by the district and has been replaced by a licensed teacher.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Cut Bank High School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Earth Science, General Science and Chemistry and is endorsed in Mathematics and Physics.

2009-2010 Response: Teacher is making progress on endorsement for Science and is on a plan of improvement.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor progress of teacher.

GOLDEN VALLEY COUNTY

Lavina Public Schools

Lavina 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First occurrence.

Lavina High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.902.4 Basic instructional program is not met. World Language is not offered two units each year at the high school level. First occurrence.

2007-08 Response: Teacher has proper certification

OPI Review/Recommendation – 12/08 – Plan accomplished

Lavina 7-8: SY 2008-09 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Second occurrence.

2008-09 Response: School plans to offer World Language via ITV by fall 2009.

OPI Review/Recommendation – 12/09 - Plan accomplished

Lavina High School: SY 2008-09 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language is not offered two units each year at the high school level. Second occurrence.

2008-09 Response: School plans to offer world language via ITV by fall 2009.

OPI Review/Recommendation – 12/09 - Plan accomplished.

GRANITE COUNTY

Philipsburg K-12 Schools

Granite High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Building Trades and is endorsed in Electronics and Welding/Metal Fabrication. First Occurrence.

2009-2010 Response: The teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

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. Will request an additional plan by the May 2011 BPE meeting.

Rocky Boy Public Schools

Rocky Boy School, 7-8, High School: SY 2009-2010 Advice Status

10.55.605 Advice Status: School completed inaccurate or incomplete reports. First occurrence.

2009-2010 Response: Schools did not complete the Five-Year Comprehensive Education Plan for the 2009-2010 SY. Administrator will complete the school plans and submit the plan.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Plan completed.

JEFFERSON COUNTY

Boulder Elementary

Boulder 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach English/Language Arts and is endorsed in Spanish. Second occurrence.

2009-2010 Response: Teacher has become a member of the internship program and will apply for a Class 5.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Jefferson High School

Jefferson High School: SY 2009-2010 Regular with Deviation Status

10.55.705 1.0 FTE Principal is required for licensed FTE of 19. First occurrence.

2009-2010 Response: The district has hired a .5 FTE principal

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Montana City Elementary

Montana City School: SY 2008-09 Deficiency Status

10.55.705.1(b)(ii) The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.217 and enrollment is 273. First occurrence.

10.55.709.1(b) The school does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 273 students. Third occurrence.

10.55.710.2 The school does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.683 FTE for 273 students. First occurrence.

OPI Review/Recommendation – 12/09 – District has added all necessary FTE and corrected the above deviations.

JUDITH BASIN COUNTY

Hobson Public Schools

Hobson 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 1st yr.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1st yr.

Hobson 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

Revised Response: Misassigned teacher is working with Prescott College and has a detailed plan to complete the course work necessary for an Art endorsement by April, 2010.

OPI Review/Recommendation – 3/09 – Recommend approval of the plan

Hobson 7-8: 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. Will request an additional plan by the May 2011 BPE meeting.

Hobson High School: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Non-licensed teacher no longer employed. World Language will continue to be offered to 7th and 8th – ½ unit each year. Will insure it is properly noted on ADC.

OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows the planned changes have been made.

Hobson High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

Revised Response: Misassigned teacher is working with Prescott College and has a detailed plan to complete the course work necessary for an Art endorsement by April 2010.

OPI Review/Recommendation – 3/09 – Recommend approval of the plan

2008-09 Response: Misassigned teacher is scheduled to complete her endorsement by spring 2010. In the interim, the district has hired a member of the community – a former 7-12 art teacher – to assist the misassigned teacher in the classroom.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

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 complete 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. Will request an additional plan by the May 2011 BPE meeting.

Stanford Public School

Stanford School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a Montana license.

2008-09 Response: Teacher's fingerprints were finally able to be read. Now licensed.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Stanford 7-8: SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First occurrence.

2008-09 Response: Classes offered through University of North Dakota on-line.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Stanford High School: SY 2008-09 Advice Status

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. First occurrence.

2008-09 Response: Classes offered through University of North Dakota on-line.

OPI Review/Recommendation – 12/09 – Plan accomplished.

LAKE COUNTY

Charlo Elementary School: SY 2008-09 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. First occurrence.

2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Charlo 7-8: SY 2008-09 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

2008-09 Response: Will be hiring a full-time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Charlo High School: SY 2008-09 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 30.0. Second occurrence.

10.55.708.1 Teacher is teaching Earth Science, Bio/Physiology, and AP Environmental Science in high school with an elementary level license. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 127 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Two PE classes by two and six, respectively. An overload of five students is considered excessive

2008-09 Response: Will be hiring a full-time superintendent and properly licensed and endorsed librarian for the 2009-10 school year. Science teacher is getting a Master's in Science Ed degree. PE teacher is assisted by another certified teacher and an aide.

OPI Review/Recommendation – 12/09 – Recommend disapproval of plan due to last two corrective actions. Will request a new plan for the March 2010 BPE meeting.

Revised Response: District submitted additional details on science teacher with sufficient detail and time line showing the teacher will be receiving the science endorsement in an acceptable time frame. The district also acknowledged that the addition of an aide was not sufficient to correct the overload. Any future overload situation will be mitigated by splitting the class.

OPI Review/Response – 12/10 - Recommend approval of revised corrective plan.

Polson Public Schools

Polson 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching General Science and General Social Science and is endorsed in English.

2009-2010 Response: Teacher was utilized to meet the needs of the district's overloaded classrooms and will no longer be working in this capacity after the 2009-2010 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of the plan.

LEWIS and CLARK

Augusta Public Schools Augusta 7-8: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

2009-2010 Response: Teacher was issued a license on 1/15/2010.

OPI Review/Recommendation – 12/10 – Recommend approval of the plan.

Augusta High School: SY 2009-2010

10.55.707 Teacher does not have a Montana license.

10.55.708 Teacher is teaching Geography and is endorsed in History. Teacher is teaching Earth Science and is endorsed in Biology. Second Occurrence.

2009-2010 Response: Teacher was issued a license on 1/15/2010. Both misassigned teachers are working toward the appropriate endorsements and will be completed in the 2011 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of the plan. Monitor progress of misassigned teachers.

Helena Public Schools

Helena Elementary and High Schools (All) – SY 2009-2010

10.55.605 Advice Status: School completed inaccurate or incomplete reports. First occurrence.

2009-2010 Response: No response

OPI Review/Recommendation – 12/10 – No plan submitted

Broadwater School: SY 2006-07 Advice Status

10.55.709.1(a) Broadwater School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Broadwater School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .668 FTE for 267 students. 1st yr.

2006-07 Response: Librarian FTE now in place. Recommend disapproval of counseling plan.

Broadwater School: SY 2007-08 Deficiency Status

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. The school currently needs 0.670 FTE for 268 students. Second occurrence.

2007-08 Response: Applied for a counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative was approved. Plan accomplished

Bryant School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) K-5 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Bryant School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade 2 exceeds 20 students by one. 2nd yr.

2006-07 Response: District will hire librarian and counselor as funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Bryant School: SY 2007-08 Deficiency Status

10.55.709.1(b) Bryant School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 259 students. First occurrence.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. The school currently needs 0.648 FTE for 259 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade K classes exceed 20 students by two each. Third occurrence.

2007-08 Response: Plans to lower the enrollment to below 250 students. Applied for a counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work on reducing enrollment through busing. Recommend approval and will monitor.

Four Georgians: SY 2006-07 Advice Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 3rd yr.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Four Georgians School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.288 FTE for 515 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one. Grade one exceeds 20 students by one. Grade two exceeds 20 students by three and one. 2nd yr.

2006-07 Response: District will hire librarian and counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Four Georgians: SY 2007-08 Deficiency Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 510 students. Fourth occurrence.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. The school currently needs 1.275 FTE for 510 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Four Grade 2 classes exceed 20 students by one each. Third occurrence.

2007-08 Response: Made adjustments to attendance boundaries to bring the enrollment down to fewer than 500 for the 2008-09 school year. Have applied for a counseling alternative. Have made plans to lower the enrollment in grade 2 to 20 students for each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work at reducing enrollment through busing of kindergarten students to Warren. Recommend approval and will monitor.

Four Georgians: SY 2009-2010 Deficiency Status

10.55.709.1 1.5 FTE librarian required for enrollment of 503. Sixth Occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one each; one Grade 2 class exceeds 20 students by one. Third occurrence.

2009-2010 Response: District will monitor enrollment and begin planning for changes in library services. Plans to lower the enrollment in grades one and two to 20 students each by bussing students to other schools.

OPI Review/Recommendation – 12/10– Recommend disapproval of plan. Plan not accomplished. Will request an additional plan by the May 2011 BPE meeting.

Hawthorne School: SY 2005-06 Advice Status

10.55.712.1 K class load exceeds maximum enrollment - no paraprofessional support provided – 3rd yr.

2005-2006 Response: Additional sections of kindergarten have been added district-wide.

OPI Review/Response – 2/21/07 – No overloads – plan accomplished

Hawthorne School: SY 2006-07 Advice Status

10.55.710.1 Hawthorne School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Hawthorne School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Hawthorne School: SY 2007-08 Deficiency Status

10.55.710.1 Hawthorne School does not provide school counseling services at the elementary level. The school currently needs 0.618 FTE for 247 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one. First occurrence.

2007-08 Response: Applied for a counseling alternative. Made plans to lower the enrollment in kindergarten to 20 students each.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten. Plan accomplished.

Hawthorne School: SY 2009-2010 Deficiency Status

10.55.709.1 1.0 FTE librarian required for enrollment of 251. Second Occurrence.

2009-2010 Response: District will monitor enrollment and begin planning for changes in library services.

**OPI Review/Recommendation – 12/10– Recommend disapproval of plan. Plan not met.
Will request an additional plan by the May 2011 BPE meeting.**

Jefferson School: SY 2006-07 Advice Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jefferson School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .580 FTE for 232 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Jefferson School: SY 2006-07 Deficiency Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. The school currently needs 0.703 FTE for 281 students. Second occurrence.

2007-08 Response: Applied for a Counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.

Jim Darcy School: SY 2006-07 Advice Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jim Darcy School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .658 FTE for 263 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one. Two grade one classes exceed 20 students by one. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Jim Darcy School: SY 2007-08 Deficiency Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. The school currently needs 0.658 FTE for 263 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by two; two Grade 1 classes exceed 20 students by one each. First occurrence.

2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.

Jim Darcy School: SY 2009-2010 Advice Status

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one each; one Grade 2 class exceeds 20 students by one. Third occurrence.

2009-2010 Response: Plans to lower the enrollment in grades one and two to 20 students each by bussing students to other schools.

OPI Review/Recommendation – 12/10– Recommend disapproval of plan. Plan not accomplished. Will request an additional plan by the May 2011 BPE meeting.

Rossiter School: SY 2006-07 Advice Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Rossiter School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.128 FTE for 451 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one. Two grade 2 classes exceed 20 students by one. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Rossiter School: SY 2007-08 Deficiency Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. The school currently needs 1.095 FTE for 438 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K class exceeds 20 students by two; two Grade 1 classes exceed 20 students by one each. Second occurrence.

2007-2008 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.

Rossiter School: SY 2009-2010 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one each; one Grade 2 class exceeds 20 students by one. Third occurrence.

2009-2010 Response: Plans to lower the enrollment in grades one and two to 20 students each by bussing students to other schools.

OPI Review/Recommendation – 12/10– Recommend disapproval of plan. Plan not accomplished. Will request an additional plan by the May 2011 BPE meeting.

Smith School: SY 2006-07 Advice Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Smith School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .733 FTE for 293 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Smith School: SY 2007-08 Deficiency Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. The school currently needs 0.73 FTE for 292 students. Second occurrence.

2007-2008 Response: Applied for a Counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.

Warren School: SY 2006-07 Advice Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Warren School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .655 FTE for 262 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade PK exceeds 20 students by one. 3rd yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.

Warren School: SY 2007-08 Deficiency Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. The school currently needs 0.635 FTE for 254 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one each; one Grade 2 class exceeds 20 students by one. Fourth occurrence.

2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in grades one and two to 20 students each.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to reduce enrollments through moving children to other schools. Recommend approval.

Warren School: SY 2009-2010 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one each; one Grade 2 class exceeds 20 students by one. Sixth occurrence.

2009-2010 Response: Plans to lower the enrollment in grades one and two to 20 students each by bussing students to other schools.

OPI Review/Recommendation – 12/10– Recommend disapproval of plan. Plan not accomplished. Will request an additional plan by the May 2011 BPE meeting.

CR Anderson Middle School: SY 2007-08 Advice Status

10.55.705.1(c) CR Anderson Middle School does not employ 3.0 FTE administrators/principals. School's current enrollment is 1,057. First occurrence.

10.55.710.2 CR Anderson Middle School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 2.643 FTE for 1,057 students. First occurrence.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First occurrence.

2007-08 Response: Working on attendance boundaries to get below 1,000 students. Will meet the administrative standard with 2.5 FTE for the 2008-09 school year. Same for counseling. World Languages will be offered at the 8th grade level for all students and options will be made available to students in grade seven.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Helena Middle School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment – 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Helena Middle School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Five health/physical education classes are overloaded. 4th yr.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Helena Middle School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-2008 Response: Teacher now has a valid license.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Helena High School: SY 2004-05 Advice Status

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

2004-2005 Response: Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.

Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4th yr. Twenty-six classes are overloaded.

2005-2006 Response: Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

OPI Review/Response – 2/21/07 – Plan accomplished

Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1st yr.

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.

OPI Review/Recommendations – 05/08 – Awaiting plan update. Met with superintendent and district administrative team on 02/09. The district is planning to pursue an alternative standard for the elementary guidance deviations. Administrator at high school still not endorsed. Will continue process and report back at July BPE meeting.

Helena High School: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for secondary principal. Second occurrence.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: A new administrator with the correct endorsement has been hired. The Science teacher will be teaching within his endorsement during the 2009-10 school year.

OPI Review/Recommendation – 12/08 – Administration assignment corrected. Will continue to monitor the Science teacher during the 2009-10 ADC cycle.

Helena High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9-10 with a secondary level license endorsed for History and Spanish. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One math and one social studies class by one each. First year for this deviation.

2008-09 Response: Geography teacher will be reassigned. General Science teacher retires at the end of 2009-10 school year. Will be replaced with a broadfield science major. Class loads for the 2009-10 school year projected at 30 or less.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Bryant School: SY 2008-2009 Deficiency Status

10.55.709.1(b) Bryant School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 263 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Three grade 2 classes exceed 20 students by one each and one grade K by one. Sufficient aide support is not provided. Fourth occurrence.

2008-09 Response: Both deviations will be corrected for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Four Georgians School: SY 2008-2009 Deficiency Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 520 students. Fifth occurrence.

10.55.712 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one each; two grade 1 by one each; and two grade 1 by two each. Sufficient aide support is not provided. Fourth occurrence.

2008-09 Response: Enrollment projections will correct both.

OPI Review/Recommendation – 1/10 – Aide support now provided.

Rossiter School: SY 2008-2009 Advice Status

10.55.712. Class load exceeds maximum enrollment. Two grade K exceed 20 students by one each; two grade 1 by two each; and two grade 2 by two each. Sufficient aide support is not provided. Third occurrence.

2008-09 Response: Enrollment projections will correct both.

OPI Review/Recommendation – 1/10 – Aide support now provided.

Warren School: SY 2008-2009 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. Two grade 2 exceeds 20 students by two each. Sufficient aide support is not provided. Fifth occurrence.

2008-09 Response: Enrollment projections will correct both.

OPI Review/Recommendation – 1/10 – Aide support now provided.

LINCOLN COUNTY

Libby Public Schools

Libby High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Physical Science in grade(s) 9-12 with a secondary level license endorsed for Biology and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 516 students. Second occurrence.

2007-08 Response: Teacher will not teach in a field not endorsed in. Unable to find a certified librarian, placed an endorsed teacher in the position. She has completed more than half her endorsement.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.

Revised Response: A math teacher is working with UM-Western and will be completed with the course work May 6, 2009.

Libby High School: SY 2008-09 Deficiency Status

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 516 students. This is the third year for this deviation.

2008-09 Response: Librarian will have completed her endorsement by the 2009-10 school year.

OPI Review/Recommendation – 12/09 Plan accomplished.

Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1st yr.
10.55.713.2 3 classes are overloaded. Second occurrence.

2005-06 Response: District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2nd yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem – two PE classes with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.

Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3rd yr.

2006-07 Response: Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.

Revised Response: The district is reorganizing the industrial arts program to match endorsements of teacher. At the 7/8 level staff is being reassigned to alleviate deviation.

OPI Review/Recommendation – 5/08 - Recommend Approval

Troy High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Metal Working/Welding and Small Engines in grade(s) 9-12 with a secondary level license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Three classes are overloaded by two, six, and seven, respectively. Fourth occurrence.

2007-08 Response: In the process of reorganizing the industrial arts program with the intent of offering courses that are useful to students but within the endorsements of existing staff.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A request for a new plan will be made for the March BPE meeting. Will suggest a Class 4 license for welding.

**OPI Review/Recommendation – 2/09 – Pursuing the Class 4 license for welding.
Recommend approval of the plan**

Troy High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Spanish and is endorsed in English. First occurrence.

2009-2010 Response: Teacher's endorsement lapsed and is currently working on renewal.

OPI Review/Recommendation – 12/10- Recommend approval of plan.

Troy 7-8: SY 2008-09 Deficiency Status

10.55.708.1 Teacher is assigned to teach English/Language Arts and Reading in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Journalism in grade(s) 7-8 with a secondary level license endorsed for Mathematics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2008-09 Response: Both misassignments will be corrected by the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Troy High School: SY 2008-09 Deficiency Status

10.55.708.1 Teacher is assigned to teach Metal Working/Welding in grade(s) 10 -12 with a Class 4 secondary license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One health class by two. Fifth occurrence.

2008-09 Response: Both misassignments will be corrected by the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

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. Will request an additional plan by the May 2011 BPE meeting.

MC CONE COUNTY

Circle Public Schools

Circle High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2008-09 Response: Art teacher was on one-year leave of absence and the district could not find a licensed art teacher so used a local artist for one year. The regular teacher will be back for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Circle High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Physics and General Science and is endorsed in Dramatics and Biology. First Occurrence.

2009-2010 Response: Teacher will enroll in the necessary courses to complete a broadfield endorsement in science fall 2010.

OPI Review/Recommendation – 12/10- Recommend approval of plan.

MEAGHER COUNTY

White Sulphur Springs Public Schools
White Sulphur Springs (All): SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Music and is endorsed in Trades and Industry. Second occurrence.

2009-2010 Response: Teacher is currently enrolled in program of study to complete endorsement.

OPI Review/Recommendation – 12/10- Recommend approval of plan. Timeline and transcripts were provided as documentation.

MINERAL COUNTY

Alberton Public Schools
Alberton Elementary and 7-8 Schools : SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching History and is endorsed in Counseling. First Occurrence.

2009-2010 Response: Teacher is completing degree by August 2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Alberton High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching History and is endorsed in Counseling. First Occurrence. Teacher is teaching Drafting/Metal Working and is endorsed in Building Trades. Second Occurrence.

2009-2010 Response: Teacher is completing degree by August 2010. No response in corrective plan to the Building trades teacher.

OPI Review/Recommendation – 12/10 – Recommend approval of plan for Counselor but request information for Building Trades teacher by May 2011 BPE meeting.

St. Regis Public Schools
St. Regis Schools (All): SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Superior Public Schools
Superior Elementary: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Superior 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching General Shop and is endorsed in History. First occurrence.

2009-2010 Response: Teacher will reapply for the Internship program, complete endorsement by end of 2010-2011.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Superior High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching General Shop, Metal Working/Welding and Drafting and is endorsed in History. First occurrence.

2009-2010 Response: Teacher will reapply for the Internship program, complete endorsement by end of 2010-2011.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

MISSOULA COUNTY

Bonner Public Schools

Bonner School: SY 2009-2010 Deficiency Status

10.55.708 Teacher is teaching Elementary Self-contained and is secondary licensed and endorsed in Biology and Science (Broadfield). Second occurrence.

10.55.709.1 1.0 FTE librarian is required for enrollment of 268.

2009-2010 Response: Teacher is no longer employed by the district. School successfully completed an alternative standard for Library Services.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

DeSmet Public Schools

DeSmet School and 7-8: SY 2009-2010 Regular with Deviation Status.

10.55.708 Teacher is teaching Spanish and is endorsed in Social Studies (Broadfield) and History. First Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Hellgate Elementary

Hellgate – Lower Grade Hellgate: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Special Education and is endorsed in Elementary Curriculum.

2009-2010 Response: Teacher is enrolled in the OPI Endorsement program for Special Education.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Seeley Lake Elementary
Seeley Lake (All Schools): SY 2005-06 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.
10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.
10.55.707.1 Teacher does not have a valid Montana teaching license.

2004-2005 Response: School will have issue of non-licensed teacher and non-endorsed administrator resolved by SY 2006-07.

OPI Review/Response – 2/15/07 – Plan accomplished

Seeley Lake (All Schools): SY 2006-07 Deficiency Status

10.55.702.1 New administrator does not have an administrator's license endorsed for superintendent.
10.55.703.1(c) New administrator does not have an administrator's license endorsed for elementary principal.

2006-07 Response: Administrator is in program will finish in June 2008 and be properly endorsed beginning with the 2008-09 school year.

OPI Review/Recommendation – 12/07 – Recommend approval of plan.

Seeley Lake (All Schools): SY 2007-08 Deficiency Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the third year that the district has not employed a properly endorsed superintendent.

2007-08 Response: By June, 2008 will meet the requirements for the Superintendent's endorsement.

OPI Review/Recommendation – 12/08 – Taking the final two courses at MSU spring 2009. Will be completed by May 2009. Recommend approval of the plan and will continue to monitor.

Seeley Lake (All Schools): SY 2008-09 Deficiency Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the fourth year that the district has not employed a properly endorsed superintendent.

2008-09 Response: District will hire a properly endorsed administrator for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Target Range Elementary

Target Range 7-8: SY 2008-09 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 32.6. First year for this deviation.

10.55.709.2 The school does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 121 students. First year for this deviation.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Two PE classes by two and six, respectively. An overload of five students is considered excessive. Second year for this deviation.

2008-09 Response: District will correct all three deviations for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

MUSSELSHELL COUNTY

Melstone Public Schools

Melstone High School – SY 2008-09 Advice Status

10.55.902.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. First year for this deviation.

2008-09 Response: World Language will be offered as required for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

PARK COUNTY

Gardiner Public School

Gardiner 7-8 – SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered $\frac{1}{2}$ unit each year in grades seven and eight. First year for this deviation.

2008-09 Response: World Language will be offered as required for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan not accomplished. Will provide update at the March 2010 BPE meeting.

Revised Response: Assurance was given that the required World Language offering will be back in the schedule for the 2010-2011 school year.

OPI Review/Response – 12/10 -Recommend approval of corrective plan. Further recommend that along with the approval notice the district would also be informed that failure to follow through on the plan will result in the district being moved to Step 1 of the Accreditation Response Options for Continuing or Serious Deviations.

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.

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.

Whitewater Public Schools

Whitewater High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher **is** teaching English/Language Arts and is elementary licensed. Second Occurrence.

2009-2010 Response: Teacher is enrolled in an approved program to complete the endorsement required to teach English.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Continue to monitor progress of teacher license.

PONDERA COUNTY

Conrad School District

Utterback 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Remedial Reading and Math and is secondary licensed and endorsed in Family/Consumer Science. First Occurrence.

2009-2010 Response: This teacher has retired and a properly endorsed teacher will be instructing the class.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Conrad High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Remedial Reading and Math and is secondary licensed and endorsed in Family/Consumer Science. First Occurrence.

2009-2010 Response: This teacher has retired and a properly endorsed teacher will be instructing the class.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Miami Elementary

Miami Elementary School: SY 2008-09 Advice Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary license endorsed for English and History. This is the first year the district has misassigned this teacher and the first year the district has misassigned this position.

2008-09 Response: The teacher is required to complete her elementary endorsement by the 2010-11 school year.

OPI Review/Recommendation – 12/09 – Recommend approval of plan.

Miami Elementary School: SY 2009-2010 Deficiency Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary license endorsed for English and History. Second Occurrence.

2009-2010 Response: The teacher is no longer employed by the school.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

POWDER RIVER COUNTY

Broadus Public Schools

Broadus Public School (All): SY 2009-2010 Advice Status

10.55.702 Superintendent not properly endorsed. First occurrence.

2009-2010 Response: Superintendent will be properly endorsed for the 2010-2011 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

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. Will request an additional plan by the May 2011 BPE meeting.

PRAIRIE COUNTY

Terry Public Schools

Terry High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Physical Education and is endorsed in Business Education. First occurrence.

2009-2010 Response: The district is hiring two new teachers for the school year and will cover the PE courses with a certified teacher.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

RAVALLI COUNTY

Corvallis Public School

Corvallis High School: SY 2009-2010 Advice Status

10.55.708 Teacher is teaching General Science and is endorsed in Biology. Third Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Darby Public Schools

Darby 7-8: SY 2008-09 Advice Status

10.55.709 School does not have sufficient library FTE. 2nd year for this deviation.

2008-09 Response: School will submit alternative standard application for each deviation.

OPI Review/Recommendation – 12/09 – Alternative standard has been submitted and is under review.

Darby 7-8: SY 2009-2010 Deficiency Status

10.55.709 School does not have sufficient library FTE. Third occurrence.

2009-2010 Response: School will submit alternative standard application for each deviation.

OPI Review/Recommendation – 12/10 – Alternative standard was submitted, reviewed and denied. Declining enrollment has mitigated the need for additional library services for the 7-8.

Florence-Carlton Public Schools

Florence-Carlton 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight.

2006-07 Response: District will apply for middle school status in the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Recommend approval – monitor.

Florence-Carlton 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Reading in grade(s) 7 with a secondary level license endorsed for History and Physical Education and Health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(a) Florence-Carlton 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 129 students. First occurrence.

10.55.902.4 Basic instructional program is not met. Vocational technical education is not offered $\frac{1}{2}$ unit each year in grades seven and eight. Second occurrence.

2007-08 Response: Teacher now has a valid teaching license. Teacher will not be misassigned during the 2008-09 school year. Hire 2 FTE librarians for the 2008-09 SY and have committed to employ one more FTE by 2010-2011. Will offer vocational technical education $\frac{1}{2}$ unit each year in grades seven and eight.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor.

Florence-Carlton 7-8: SY 2008-09 Advice Status

10.55.709.1(a) School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. 2nd year for this deviation.

2008-09 Response: District will be hiring an additional .5 licensed librarian for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Hamilton K-12 Schools

Grantsville Elementary: SY 2009-2010 Advice Status

10.55.709.2 No library services for enrollment of 79. First Occurrence.

2009-2010 Response: The district will assign a teacher to the school .2 FTE and will request an alternative to standard.

OPI Review/Recommendation: Recommend approval of plan.

Lone Rock Elementary

Lone Rock Elementary: SY 2009-2010 Advice Status

10.55.708 Teacher is teaching elementary self-contained and is secondary licensed and endorsed in English and History. First Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation: Recommend approval of plan.

Stevensville Public Schools
Stevensville K-6: SY 2008-09 Advice Status

10.55.710 Teacher does not have a counseling endorsement. First year for this deviation.
10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. Second year for this deviation.

2008-09 Response: The teacher is enrolled in a program to attain the necessary library endorsement and will finish in summer 2010.

OPI Review/Recommendation – 12/09 – Recommend approval of plan. Will suggest to the district that if completion date has to be extended, the district and the teacher need to consider the “library internship program.”

RICHLAND COUNTY

Fairview Public Schools
Fairview 7-8 and High School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

2009-2010 Response: Teacher is working Class 4B license and is required to work with Brad King from OPI CTAE. The district is requiring teacher to have this accomplished by the first week of September.

OPI Review/Recommendation: Recommend disapproval of plan. Plan not completed. Request update to plan for the May 2011 BPE meeting.

ROOSEVELT COUNTY

Brockton Public Schools
Brockton Elementary: SY 2007-08 Deficiency Status

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

2007-08 Response: Teacher received a valid license on January 7, 2008. Teacher received a library endorsement during the past school year.

OPI Review/Recommendation – 12/08 – Plan completed

Brockton 7-8: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. First occurrence.
10.55.902.4 Basic instructional program is not met. Music is not offered $\frac{1}{2}$ unit each year in grades seven and eight. First occurrence.

2007-08 Response: Teacher received a library endorsement during the past school year. Did not have a teacher last year, continue trying to find a certified music teacher.

OPI Review/Recommendation – 12/08 – Teacher received a library endorsement – Hired a non-licensed music teacher. If licensure issue not satisfied by 12/1/2008 Superintendent and Board Chair will be called to the January 2009 BPE meeting.

OPI Review/Recommendation – 2/09 – Submitted an unacceptable plan. 2009-2010 Accreditation may be in jeopardy.

OPI Review/Recommendation – 12/09 – Issue with non-licensed music teacher resolved during the summer. Will continue to monitor and schedule a visit to the district before March 2010 BPE meeting.

Brockton High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Math and is endorsed in Social Studies (Broadfield). First Occurrence. Teacher is teaching Physical Science and is endorsed in Biology. Second Occurrence.

2009-2010 Response: Mathematics instructor no longer employed by the district. Science teacher is enrolled in the Northern Plains Transition to Teaching.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Frontier Public Schools

Frontier Elementary: SY 2007-08 Advice Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 6 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English/Language Arts, General Social Science and Music in grade(s) PK-6 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the district both time and monetarily. English teacher is working toward an elementary certification and will be completed the summer of 2009.

OPI Review/Recommendation – 12/08 – recommend approval of the plan and will continue to monitor.

Frontier Elementary: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

10.55.708 Teacher is teaching Math and is endorsed in Agriculture and Science (Broadfield). First Occurrence. Teacher is teaching English/Language Arts and is endorsed in General Science and General Social Science. Third Occurrence.

10.55.708 Teacher is not endorsed for Library. First Occurrence.

2009-2010 Response: Non-licensed teacher has completed her certification. Mathematics teacher continues to work toward proper endorsement and will complete during the 2010-2011 SY. The English/Language Arts and is endorsed in General Science and General Social Science. Librarian has obtained proper endorsement.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Frontier 7-8: SY 2007-08 Advice Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Art, Latin and Music in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Automotive Technology in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Physical Education and Health (K-12). This is the third year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Keyboard/Word Processing in grade(s) 7-8 with a secondary level license endorsed for Family and Consumer Sciences and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the district both time and monetarily. Art teacher is working toward an elementary certification and will be completed the summer of 2009. Corrected the auto tech and keyboarding by replacing courses with better aligned subject matter.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor

OPI Review/Recommendation – 12/09 – Plan is still in progress. Will continue to monitor.

Frontier 7-8: SY 2009-2010 Advice Status

10.55.708 Teacher is teaching Math and is endorsed in Agriculture and Science (Broadfield). First Occurrence. Teacher is teaching Art and Latin and is endorsed in General Science and General Social Science. Third Occurrence.

10.55.708 Teacher is not endorsed for Library. First occurrence.

2009-2010 Response: Mathematics teacher continues to work toward proper endorsement and will complete during the 2010-2011 SY. The Art and Latin teacher has completed her K-8 endorsement program. Librarian has obtained proper endorsement.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Froid Public Schools

Froid School District (All): SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Health/Physical Education and is endorsed in Social Studies (Broadfield). Second occurrence.

2009-2010 Response: Teacher is enrolled in the proper endorsement program and will be completed by 2010-2011.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Wolf Point Public Schools
Wolf Point 7-8: SY 2009-2010 Advice Status

10.55.703 Administrator does not have an administrator's license endorsed for principal. First Occurrence.

2009-2010 Response: Administrator is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Wolf Point High School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is teaching Physics and is endorsed in Biology and Mathematics. First Occurrence.

2009-2010 Response: Teacher is completing course work to allow her to teach Physics. The district has given her three years to complete the needed courses.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Continue to monitor the progress of the teacher.

ROSEBUD COUNTY

Ashland Public Schools
Ashland Elementary: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World Language is not offered via distance learning.

Ashland 7-8: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World Language is not offered via distance learning. School goes to Deficiency Status.

Ashland Public Schools (All Schools): SY 2006-07 Advice Status

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 2nd yr.

10.55.710.3 School and/or district with fewer than 125 students does not provide school counseling services. 2nd yr.

2006-07 Response: District will hire a counselor and arrange for one of the staff members to participate in librarian internship program.

OPI Review/Recommendation – 12/07 – Plan partially accomplished. Librarian FTE not showing on ADC.

Ashland Public Schools (All Schools): SY 2007-08 Deficiency

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 43 students. Third occurrence.

2007-08 Response: Currently have a teacher who just got certified in Library and is waiting on a new certificate.

OPI Review/Recommendation – 12/08 – Librarian not properly endorsed – recommend disapproval of the plan and will request a new plan be submitted by the March BPE meeting.

Revised Response: Due to a scheduling error a class necessary to enroll in the internship program could not be completed. The class now is near completion and the teacher will be able to enroll in the library internship program this spring.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.

OPI Review/Recommendation – 12/09 – Plan Accomplished.

Colstrip Public Schools

Colstrip Public Schools - Frank Brattin Middle School: SY 2008-09 Deficiency Status

10.55.709.1 School does not provide library services for a student population of 126-250 students. 1st yr.

OPI Review/Recommendation – 12/09 – Plan accomplished. Librarian now assigned.

SANDERS COUNTY

Dixon Public Schools

Dixon Elementary and 7-8: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have Montana license.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations - 12/10 – Recommend approval of plan.

Hot Springs Public Schools

Hot Springs High School: SY 2009-2010 Regular with Deviation Status

10.55.710 Teacher is teaching Math and is elementary licensed. First Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendations - 12/10 – Recommend approval of plan.

Plains Public Schools

Plains Elementary: SY 2007-08 Advice Status

10.55.707 Teacher does not have a library endorsement. First occurrence.

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Plains 7-8: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. First occurrence.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First occurrence.

Note: Approved variance(s) has not been followed. First occurrence.

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2). Will offer Spanish to 8th graders first semester and 7th graders second semester

OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Plains High School: SY 2007-08 Advice Status

10.55.708 Teacher does not have a library endorsement. First occurrence.

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.

OPI Review/Recommendation – 12/09 – Plan accomplished.

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 course work 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. Will request an additional plan by the May 2011 BPE meeting.

Thompson Falls Public School
Thompson Falls High School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have Montana license.

2009-2010 Response: Teacher was issued a license after the December reporting date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

SHERIDAN COUNTY

Plentywood Public Schools
Plentywood 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

2004-2005 Response: District is working toward resolving this issue as soon as possible.

OPI Review/Response – 2/03/06 – Plan not accomplished

OPI Review/Response -2/19/07 – Teacher is no longer employed.

Plentywood School: SY 2005-06 Deficiency Status

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

Plentywood 7-8, Plentywood HS: SY 2005-06 Deficiency Status

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.
10.55.707.1 Teacher does not have a valid Montana teaching license - 2nd yr.

2005-2006 Response: Administrator is now licensed. Non-licensed teacher no longer employed.

OPI Review/Response – 2/20/07 - Plan accomplished

Plentywood (All Schools): SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is now licensed.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Plentywood 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First occurrence.

2007-08 Response: Teacher is enrolled in the Northern Plains Transition to Teaching program at MSU-Bozeman. A semester of World Languages will be offered at each grade level in the Jr. High.

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of this part of the plan and an on-site visit and intensive technical assistance. Recommend approval of the World Language part of the plan.

OPI Review/Recommendation – 2/09 – Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Plentywood High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of the plan and an on-site visit and intensive technical assistance.

OPI Review/Recommendation – 2/09 – Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.

OPI Review/Recommendation – 12/09 – Plan accomplished.

SILVER BOW COUNTY

Butte Public Schools

West Elementary School: SY 2008-09 Advice Status

10.55.703.1 (c) Administrator does not have an administrator's license endorsed for elementary principal. 1st yr.

10.55.710.2 The school does not provide the minimum equivalent of one full-time counselor for each 400 students. 1st year

10.55.712.1 Class loads exceeds maximum enrollment. One grade K exceeds 20 students by 1. 2nd yr

2008-09 Response: Administrator is licensed and endorsed. Correct counselor FTE will be assigned. Changing enrollment will eliminate class load deviations.

OPI Review/Recommendation – 12/09 – Plan accomplished.

East Middle School: SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1st yr.

2008-09 Response: World Language requirement will be offered in 2009-2010.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Emerson Elementary School: SY 2009-2010 Advice Status

10.55.712 Class size overload: 3 classes, one class by 6 students; an overload of 5 or more is considered excessive. Third occurrence.

2009-2010 Response: School has volunteers that assist in class size overload.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Volunteers are not to assist with the educational needs of the students. Request update to corrective plan for the May 2011 BPE meeting.

Margaret Leary Elementary School: SY 2009-2010 Advice Status

10.55.712 Class size overload: 3 classes, by four and three students. Third occurrence.

2009-2010 Response: School has volunteers that assist in class size overload.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Volunteers are not trained to assist with the educational needs of the students. Request update to corrective plan for the May 2011 BPE meeting.

Melrose Elementary School: SY 2008-09 Advice Status

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1st yr.

10.55.710.3 School has fewer than 125 students and does not provide school counseling services. 1st yr.

2008-09 Response: School will submit alternative standard application for each deviation.

OPI Review/Recommendation – 12/09 – Alternative standards have been submitted and are under review.

Whittier Elementary School: SY 2009-2010 Advice Status

10.55.712 Class size overload: 1 Class by one student. Third occurrence.

2009-2010 Response: School has volunteers that assist in class size overload.

OPI Review/Recommendation – 12/10 – Recommend disapproval of plan. Volunteers are not trained to assist with the educational needs of the students. Request update to corrective plan for the May 2011 BPE meeting.

STILLWATER COUNTY

Absarokee Public Schools

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 course work 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. Will request an additional plan by the May 2011 BPE meeting.

Rapelje Public Schools
Rapelje School: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for business education and physical education and health K-12 – 1st yr.

2005-2006 Response: Teacher is applying for internship program.

OPI Review/Response – 2/21/07 – Plan accomplished

Rapelje 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

2006-07 Response: World Language offering will be available with the 2007-08 school year. ITV system has been down.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Rapelje 7-8: SY 2008-09 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Third occurrence.

2008-09 Response: World Language will be offered via ITV from Fairview School.

OPI Review/Recommendation – 12/09 – Plan accomplished.

Rapelje 7-8: SY 2007-08 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Second occurrence.

2007-08 Response: World languages offered on-line to both 7th and 8th graders.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Rapelje High School: SY 2006-07 Advice Status

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. 1st yr.

2006-07 Response: World Language offering will be available with the 2007-08 school year. ITV system has been down.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Rapelje High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach History in grade(s) 11 with a secondary level license endorsed for Industrial Arts and Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Second occurrence.

2007-08 Response: Teacher no longer assigned as history teacher. World Languages offered on-line to both 7th and 8th graders.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Rapelje High School: SY 2008-09 Deficiency Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Third occurrence.

2008-09 Response: World Language will be offered via ITV from Fairview School.

OPI Review/Recommendation – 12/09 – Plan accomplished.

TETON COUNTY

Fairfield Public Schools

Fairfield Elementary School: SY 2009-2010 Advice Status

10.55.703 Administrator not properly licensed in Montana.

2009-2010 Response: Administrator has completed all course work and has applied for the proper endorsement.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Greenfield Public School

Geenfield School & Greenfield 7-8 – SY 2008-09 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal. First year for this deviation.

2008-09 Response: Administrator is working on completing a K-12 principal endorsement through MSU-Northern. Planned completion date: summer or fall of 2010.

OPI Review/Recommendation – 12/09 – Recommend approval of plan. Will suggest to the district that if completion date has to be extended, the district and the administrator will need to consider the “administrative internship program.”

Geenfield School & Greenfield 7-8 – SY 2009-2010 Deficiency Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal. Second occurrence.

2009-2010 Response: Administrator is working on completing a K-12 principal endorsement through MSU-Northern. Planned completion date: summer or fall of 2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Power Public School

Power 7-8 – SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

2008-09 Response: World Language will be offered as required for the 2009-10 school year.

OPI Review/Recommendation – 12/09 – Plan accomplished.

TOOLE COUNTY

Sunburst School District

Hillside Colony School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not hold a valid Montana license.

2009-2010 Response: Teacher was granted license after the December cutoff date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Rimrock Colony School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not hold a valid Montana license.

2009-2010 Response: Teacher was granted license after the December cutoff date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Sunburst Elementary: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not hold a valid Montana license.

2009-2010 Response: Teacher was granted license after the December cutoff date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Sunburst Middle School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not hold a valid Montana license.

2009-2010 Response: Teacher was granted license after the December cutoff date.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Sunburst High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Earth Science and is endorsed in Biology and Psychology. Second occurrence.

2009-2010 Response: Teacher is enrolled in an approved internship program.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

VALLEY COUNTY

Frazer Schools (All schools) : 2005-06 Deficiency Status

Frazer Elementary: 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1st yr.

Frazer 7-8: 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

Frazer High School: 2005-06 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach business in grade(s) 9-12 with a secondary level license endorsed for social studies broadfield – 1st yr.

2005-2006 Response: None received.

OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. Misassigned teacher appropriately assigned.

Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer High School: SY 2006-07 Advice Status

10.55.710 Teacher does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level.

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Third occurrence; first occurrence for this teacher.

10.55.710.3 Frazer Elementary School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 52 students. First occurrence.

2007-08 Response: Teacher is licensed and endorsed. A counselor has been hired who is licensed and endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Frazer Elementary School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching grades 4-6 with a secondary license endorsed in Family and Consumer Science. First Occurrence.

2009-2010 Response: Teacher is no longer employed by the district.

OPI Review/Recommendation – 12/10 – Recommend approval of plan.

Frazer 7-8: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade 7 and Life Science in grade 8 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Frazer 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 17 students. First occurrence.

2007-08 Response: A new science teacher has been hired. A counselor has been hired who is licensed and endorsed.

**OPI Review/Recommendation – 12/08 – Counselor is licensed and endorsed. The new science teacher is also non-licensed – recommend disapproval of the plan.
Superintendent and Board Chair will be asked to report to BPE at the January 2009 meeting.**

**OPI Review/Recommendation – 2/09 – New corrective plan received. Have removed the non-licensed teacher and replaced with a properly licensed and endorsed teacher.
Recommend approval of the plan but will continue to monitor.**

Frazer High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach General Social Studies in grade(s) 9-12 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Native American Studies in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. Second occurrence.

2007-08 Response: Teacher no longer employed. History teacher will only teach in endorsed areas. Native American language will be taught by a properly endorsed teacher. World Language will be offered via distance learning from Scobey.

OPI Review/Recommendation – 12/08 – All deficiencies corrected except unlicensed teachers (science, tech ed.) – recommend disapproval of the plan. Superintendent and Board Chair will be asked to report to BPE at the January 2009 meeting.

OPI Review/Recommendation – 2/09 – New corrective plan received. CTE teacher is now properly licensed and endorsed. Have removed the non-licensed science teacher and replaced with a properly licensed and endorsed teacher. Recommend approval of the plan but will continue to monitor.

OPI Review/Recommendation – 12/09 – Continue to monitor. Will schedule a visit to the district before 2010 March BPE meeting.

Glasgow Public Schools

Glasgow 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Math and is endorsed in Chemistry and Biology. First Occurrence.

2009-2010 Response: Teacher now has Class 5 provisional certificate.

OPI Review/Recommendation – 12/10 – Recommend approval of plan – monitor licensure of teacher.

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.

Nashua Public Schools

Nashua School (All): SY 2009-2010 Advice Status

10.55.605 Advice Status: School completed inaccurate or incomplete reports. First occurrence.

2009-2010 Response: Schools did not complete the Five-Year Comprehensive Education Plan for the 2009-2010 SY. Administrator will complete the school plans and submit the plan.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Plan completed.

WHEATLAND COUNTY

Harlowton School District

Hillcrest School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not hold a Montana license.

2009-2010 Response: Teacher is currently working on a provisional license as she failed to take the appropriate credits to recertify. A license was issued at the end of the 2008-2009 SY.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

Harlowtown High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching Physics and is endorsed in Biology and Chemistry. Teacher is teaching Physical Science and is elementary curriculum endorsed. Second occurrence.

2009-2010 Response: Physics teacher will complete the endorsement by the end of 2010-2011 SY per school improvement plan. Physical Science teacher will not be teaching outside her endorsement area.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Monitor endorsement of Physics teacher.

YELLOWSTONE COUNTY

Billings Schools:

Alkali Creek School – SY 2008-2009 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

SY 2009-2010 Regular with Deficiency Status

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

Arrowhead School – SY 2008-2009 Regular with Deviation Status

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

SY 2009-2010 Advice Status

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

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

Beartooth School – SY 2009-2010 Regular with Deficiency Status

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

Bench School –SY 2008-2009 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

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

SY 2009-2010 Regular with Deficiency Status

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

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

Billings Senior High School –SY 2008-2009 Deficiency Status

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

Billings West High School – SY 2006-07 Deficiency Status

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

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

SY 2007-08 Deficiency Status

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

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

SY 2009-2010 Regular with Deficiency Status

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

Bitterroot School – SY 2009-2010 Deficiency Status

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

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

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

Boulder School – SY 2007-08 Deficiency Status

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

SY 2008-2009 Regular with Deviation Status

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

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

SY 2009-2010 Advice Status

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

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

Broadwater – SY 2009-2010 Regular with Deficiency Status

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

Burlington –SY 2009-2010 Regular with Deficiency Status

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

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

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

SY 2009-2010 Regular with Deficiency Status

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

Highland School - SY 2006-07 Advice Status

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

SY 2007-08 Deficiency Status

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

SY 2008-2009 Deficiency Status

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

SY 2009-2010 Deficiency Status

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

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

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

McKinley School – SY 2008-2009 Regular with Deficiency Status

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

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

SY 2009-2010 Advice Status

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

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

Meadowlark School – SY 2006-07 Advice Status

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

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

SY 2007-08 Deficiency Status

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

SY 2008-2009 Deficiency Status

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

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

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

SY 2009-2010 Deficiency Status

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

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

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

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

Newman School -SY 2008-2009 Regular with Deviation Status

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

SY 2009-2010 Advice Status

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

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

Orchard School – SY 2008-2009 Advice Status

10.55.708.1 Misassigned teacher. First Occurrence for teacher and position.

SY 2009-2010 Regular with Deficiency Status

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

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

Poly Drive School – SY 2006-07 Advice Status

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

SY 2007-08 Deficiency Status

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

SY 2008-2009 Deficiency Status

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

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

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

SY 2009-2010 Deficiency Status

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

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

Ponderosa School –SY 2008-2009 Deficiency Status

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

SY 2009-2010 Regular with Deficiency Status

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

Rose Park School – SY 2006-07 Advice Status

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

SY 2008-2009 Regular with Deviation Status

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

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

Rose Park School - SY 2009-2010 Advice Status

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

Sandstone School – SY 2009-2010 Regular with Deficiency Status

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

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

Washington School – SY 2008-2009 Advice Status

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

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

SY 2009-2010 Advice Status

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

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

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

SY 2009-2010 Deficiency Status

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

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

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

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

SY 2009-2010 Deficiency Status

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

Riverside 7-8 – SY 2008-2009 Advice Status

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

SY 2009-2010 Deficiency Status

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

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

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

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

SY 2009-2010 Deficiency Status

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

OPI Review/Recommendation – 2/09 –

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

The following points were stressed with Ms. Olson:

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

The district's basic points:

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

7. The district believes that the three schools in question have a much lower need based upon the higher socio-economic demographics of their respective areas.
8. The district is facing the prospect of additional FTE cuts for next year. Ms. Olson believes some of those cuts will come in the counseling area.

Recommended Next Steps:

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

They have added total counseling FTE as follows:

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

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

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

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

**Blue Elementary School
Blue Creek School: SY 2009-2010 Deficiency Status**

10.55.707 Teacher does not hold a Montana license.

2009-2010 Response: Teacher received her teaching license on January 15, 2010.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

**Broadview Public School
Broadview High School: SY 2009-2010 Advice Status**

10.55.702 Superintendent not properly endorsed. First occurrence.

2009-2010 Response: Completing required courses through the university within the next two years.

OPI Review/Recommendation – 12/10 – Recommend approval of plan – Superintendent has completed all needed course work.

Custer Public School
Custer 7-8: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach Physical Education and is endorsed in History and Mathematics. Second occurrence.

2009-2010 Response: A teacher has been hired to teach all the high school and 7-8 PE classes and is appropriately endorsed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

Custer High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach Physical Education and is endorsed in Science and School Counseling. First occurrence.

2009-2010 Response: A teacher has been hired to teach all the high school and 7-8 PE classes that is appropriately endorsed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

Independent Elementary School
Independent Elementary: SY 2008-09 Advice Status

10.55.705.1 The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 19.7 and enrollment 266. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two grade K exceed 20 students by one each. Third occurrence.

2008-09 Response: District is submitting an alternative standard request to address this deviation.

OPI Review/Recommendation – 12/09 – OPI has received the alternative standard and it is under review. Para-professional support being provided for overloaded classrooms.

Independent Elementary: SY 2009-2010 Deficiency Status

10.55.705.1 The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 19. Fourth occurrence.

2009-2010 Response: District has re-submitted an alternative standard request to address this deviation.

OPI Review/Recommendation – 12/10 – OPI has received the alternative standard and it is under review. The alternative standard is being recommended for disapproval as it does not meet or exceed the standards for the school. Recommend disapproval of plan.

Recommend Step 1 of Intensive Assistance.

Laurel Public Schools
Laurel MS: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 589 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four PE classes exceed 30 students: two by one each, one by two, and one by three. Second occurrence.

2007-08 Response: Teacher is currently licensed. The district has adequate amount of library FTE. The district plans to move FTE from the high school to the middle school.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan

Laurel MS: SY 2008-09 Advice Status

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 574 students. Second occurrence.

2007-08 Response: District will not add library FTE but will add an aide at this time.

OPI Review/Recommendation – 12/09 – Recommend disapproval of plan and request a revised plan be submitted for the March 2010 BPE meeting.

Revised Response: District has added the required additional library FTE.

OPI Review/Recommendation: No action needed.

Shepherd Public School

Shepherd 7-8 and High School: SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a Montana license.

2009-2010 Response: Teacher has renewed her license and is not appropriately endorsed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

Yellowstone Academy: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is teaching grades 2-7 in English/Language Arts and is secondary licensed and endorsed in History and English. Teacher is teaching grades 3-8 in General Business and is secondary licensed and endorsed in English and Business Education. First occurrence.

2009-2010 Response: English teacher is no longer teaching below 5th grade. Computer teacher is teaching only computer applications to elementary students.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

PRIVATE SCHOOLS

Billings Central Catholic High School

Billings Central Catholic High School – SY 2009-2010 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

2009-2010 Response: Teacher missed the deadline for December and is now fully licensed.

OPI Review/Recommendation – 12/10 – Recommend approval of plan

Lustre Christian High School

Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broad field social studies – 1st yr.

2005-2006 Response: Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.

Lustre Christian High School - SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2nd yr.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.

Lustre Christian High School: 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.708.1 Teacher is assigned to teach Physical Education and Health in grade(s) 9-12 with a secondary level license endorsed for Mathematics. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for Mathematics and Chemistry. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

Note: School has more than 5 percent of its total instructional assignments taught by misassigned staff. Second occurrence.

2007-08 Response: Teacher now has an alternative license. Different teacher will teach PE who is working with MSU-Billings to get the endorsement. New Science teacher hired.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan.

Additional Response: As of two weeks ago the PE teacher was told by Rocky Mountain College that they could get her the PE endorsement via interactive TV and on-line correspondence courses. The paperwork has been sent in and the accreditation specialist is waiting for the final details from RMC.

OPI Review/Recommendation – 2/09 – will continue to monitor and report to the BPE in May

OPI Review/Recommendation – 4/09 – still waiting for a response indicating that RMC has accepted the teacher into any internship program – will continue to monitor.

OPI Review/Recommendation – 12/09 – RMC was unable to provide the internship. The school is looking at other options. Will continue to monitor and report back at the March 2010 BPE meeting.

School remains in Deficiency Status.

Lustre Christian High School: 2009-2010 Deficiency Status

10.55.708 Teacher is assigned to teach Health and PE and is endorsed in Social Studies (Broadfield).

2009-2010 Response: School will continue to advertise for a certified teacher in the area of Health and PE.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. A certified teacher was hired for the 2010-2011 school year.

Manhattan Christian School

Manhattan Christian School: SY 2009-2010 Regular with Deficiency Status

10.55.708 Teacher is assigned to teach Math and is endorsed in Science (Broadfield).

2009-2010 Response: Teacher is working with the university to obtain endorsement. Has four classes left, but no timeline given.

OPI Review/Recommendation – 12/10 – Recommend approval of plan. Continue to monitor progress of teacher.

Montana School for the Deaf and Blind

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: 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 above 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.

OPI Review/Recommendation – 12/10 – Recommend disapproval of corrective plan. Two of the teachers met the goals set forth in the plan; however, one teacher continues to be a misassigned teacher (3yr). Will request an additional plan by the May 2011 BPE meeting.

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: 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 above 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.

OPI Review/Recommendation – 12/10 – Recommend disapproval of corrective plan. Two of the teachers met the goals set forth in the plan; however, one teacher continues to be a misassigned teacher (3yr). Will request an additional plan by the May 2011 BPE meeting.

Northern Cheyenne Tribal Schools

Northern Cheyenne Elem and High School: SY 2004-05 Advice Status

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The A was received late on January 27, 2005.

2004-2005 Response: The school district will turn in reports on time for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan not accomplished; the ADC was received late and was only partially complete.

Northern Cheyenne 7-8: SY 2004-05 Deficiency Status

10.55.902 Basic instructional program is not met. Music and technology education are not offered ½ unit each year in grades seven and eight. Second occurrence.

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received late on January 27, 2005.

2004-2005 Response: Culturally based music program is offered to students and taught by a certified cultural specialist. Teachers certified K-8 also do regular music in classrooms. The school district will turn in reports on time for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan not accomplished; basic instructional program is not being met. The ADC was received late and was only partially complete.

Northern Cheyenne Tribal Schools: SY 2005-06 Deficiency Status

All Schools:

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The Annual Data Collection was received late and incomplete on December 28, 2005. Sixteen of the 17 required reports were not submitted. The calendar and master schedules were not submitted – 2nd yr.

10.55.710 Teacher does not have a counseling endorsement – 1st yr.

Northern Cheyenne 7-8

10.55.902.4 Basic instructional program is not met. Math, English, and social studies are not offered one unit each year in grades seven and eight – 1st yr. Music is not offered ½ unit each year in grades seven and eight – 3rd yr.

2005-2006 Response: None

OPI Review/Response – 2/19/07 – All reports are complete. Vocational/technical and music credit not offered. School remains in Deficiency Status.

Northern Cheyenne Elementary: SY 2006 -07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

10.55.705.1(c) Northern Cheyenne Elementary School does not employ a principal who devotes half time to supervision and administration. 1st yr.

10.55.709.2 Northern Cheyenne Elementary School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1st yr.

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Now has assigned elementary principal FTE. Have not been able to fill library position.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Elementary principal is not endorsed. Recommend disapproval of overall plan. Accreditation Division staff will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne 7-8: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

10.55.708.1 Teacher is assigned to teach Life Science, General Social Science, Math, Reading and English in grade(s) 7-8 with a secondary level license endorsed for Health & Physical Education. 1st yr.

10.55.709.2 Northern Cheyenne 7-8 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1st yr.

10.55.902.4 Basic instructional program is not met. Vocational Ed. and Music are not offered ½ unit each year in grades seven and eight. 1st yr. (Vocational Ed.) and 3rd yr. (Music).

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher has now been properly assigned. Have not been able to fill library, vocational, and music positions.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation Division staff will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne High School: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

10.55.708.1 Teacher is assigned to teach Life Science in grade(s) 9-12 with a secondary level license endorsed for Math, Physical Science, and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.904.2 Basic instructional program is not met. Vocational Education is not offered two units each year at the high school level. 1st yr.

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher is no longer employed by school. Have not been able to fill vocational and music positions.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation Division staff will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne Elementary: 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

10.55.703.1(c) Teacher does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

2007-08 Response: Superintendent submitted paperwork for internship. Principal received class 3 endorsement. Teacher no longer employed. Teacher is now licensed.

OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished

Northern Cheyenne 7-8, High School: 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.902.4 Basic instructional program is not met. Vocational Technical Education and Music are not offered ½ unit each year in grades seven and eight. Second occurrence for Vo-Ed and fourth occurrence for Music.

10.55.904.2 Basic instructional program is not met. Vocational Technical Education is not offered two units each year at the high school level. Second occurrence.

2007-08 Response: Superintendent submitted paperwork for internship. Teacher properly licensed. Vocational and Music offered. Two units of Business classes offered at the high school.

OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished.

OPI Review/Recommendations – 12/09 – Northern Cheyenne Tribal Schools have not submitted a complete ADC for the current year. Accreditation staff is working with the new superintendent to get that submission completed.

St. Labre Catholic High School

St. Labre High School: SY 2009-2010 Regular with Deviation Status

10.55.708 Teacher is assigned to teach History and is endorsed in Political Science. First occurrence.

2009-2010 Response: Teacher has Class 5 provisional license and is enrolled at Black Hills State in Spearfish, South Dakota. The district gave him three years to complete his course work.

OPI Review/Recommendations – 12/10 – Recommend approval of plan. Monitor teacher license.

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION:	Progress Report and Recommendations for Schools in an Intensive Assistance Cycle Due to Continuing or Serious Deviations
PRESENTER:	Kelly Glass Accreditation Unit Manager Office of Public Instruction
OVERVIEW:	This presentation provides to the Board of Public Education (BPE) 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.
REQUESTED DECISION(S):	Approve state superintendent's recommendations.
OUTLYING ISSUE(S):	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 and the Office of Public Instruction accreditation staff have 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. See the attached, "Accreditation Response Options for Continuing or Serious Deviations."
RECOMMENDATION(S):	Action



MEMORANDUM

To: Denise Juneau, State Superintendent
From: Kelly Glass, Accreditation Accountability Specialist
CC: Linda Peterson, Administrator
Date: February 18, 2011
Re: Intensive Assistance Progress Report

Lewistown Public Schools: As indicated in the March 2010 Improvement Plan for the Lewistown Public Schools, .5FTE 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 (OPI) 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 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 is 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.

The OPI will continue to monitor the progress of the schools.

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION: Report and Recommendations for Schools Identified for the 2011 Intensive Assistance Cycle Due to Continuing or Serious Deviations

PRESENTER:
Kelly Glass
Accreditation Unit Manager
Office of Public Instruction

OVERVIEW: This presentation provides 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.

REQUESTED DECISION(S): Approve state superintendent's recommendations

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action



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

opi.mt.gov

Fall - 2009

**RESPONSE OPTIONS FOR CONTINUING OR SERIOUS
DEVIATIONS**

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

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



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

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

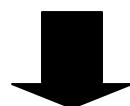
STEP 3 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



STEP 4 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



STEP 5 - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



STEP 6 - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education
July 16, 2009**



MEMORANDUM

To: Denise Juneau, State Superintendent
From: Kelly Glass, Accreditation Unit Manager
CC: Linda Peterson, Administrator
Date: February 18, 2011
Re: Intensive Assistance Recommendations

The following schools are being 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
- Billings Central Catholic High School

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)
- 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

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION: Recommend Approval of the Focused Review Exit Report
Montana State University – Bozeman

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Lynette Zuroff, Director of Teacher Education, Carroll College
Larry Baker, Dean, College of Education, Health, and Human Development
Jayne Downey, Education Department Head, College of Education

OVERVIEW: 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 provide to the Board of Public Education the results of the review.

REQUESTED DECISION(S): Recommend approval of the focused review exit report of the Professional Education Unit of the College of Education at Montana State University-Bozeman.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

Montana State University – Bozeman Professional Education Unit
Focused Review Exit Report
January 17-19, 2011

Dr. Lynette Zuroff, Chairperson

A five-member team visited Montana State University in Bozeman, January 17-19, 2011, for a focused review of six standards. The purpose of the focused review was to examine the Professional Education Unit's progress in meeting the six specific standards that were found to be Met with Weakness during the November 2009 focused review. This document is a summary of the team's findings.

Sub-Chapter 2 – Organization and Administration of Teacher Education

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.210	Conceptual Framework	MET	1

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.305	Assessment System and Unit Evaluation	MET	2-3
10.58.306	Field Experiences and Clinical Practices	MET	4
10.58.309	Unit Governance and Resources	MET	5

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements (1)(j)&(l)	MET	6
10.58.527	Areas of Permissive Specialized Competency – Early Childhood	MET	7



The team recommends approval of the following Standards:

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

The Focused Review Team recommends to the state Superintendent Denise Juneau and the Board of Public Education approval of regular accreditation status of the Professional Education Unit of the College of Education at MSU-Bozeman.

Commendation

The current leadership of the Professional Education Unit is ensuring participation from the Unit's members. Faculty are engaged in the assessment system and appear to feel ownership of the process. By all indications the momentum of data-informed decisions will propel continuous reflection on program and candidate performance.

The Focused Review Team appreciated the attention to details in preparing the report and making people, documents, and places available. The team wishes to thank the Education Department Head, Leadership Team, Unit faculty and staff, and Dean of the College of Education, Health, and Human Development for providing an open environment conducive to completing a rigorous and comprehensive review.



Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011

Number and Name of Standard: ARM 10.58.210 Conceptual Framework

Validating Statement: During the focused visit, the reviewers verified that the Conceptual Framework is well-defined and used to guide the unit's work. Evidence confirmed that candidate proficiencies and the Conceptual Framework are aligned. In addition, the reviewers found the Conceptual Framework contained all of the necessary structural elements.

Sources of Evidence: Progress Report for State Accreditation; presentation during General Overview of Corrective Plan and Progress; discussion during lunch with stakeholders (faculty, field placement, field supervisors and students), September 28, 2010, Education Advisory Board minutes; Conceptual Framework; MSU TEP Program Assessment System Aligned to the Conceptual Framework (p. 41 of The Professional Education Unit Focused Institutional Report); discussion with cooperating teachers, student teachers, and program graduates

Evaluation: One Conceptual Framework provides direction for programs, courses, and candidates' performances. Students, graduates, field supervisors, and cooperating teachers identified unique characteristics of the unit's program. Those characteristics were linked to the Conceptual Framework. The Department of Education faculty and college supervisors revealed that they know the key components of the Conceptual Framework.

The field placement office is moving toward paperless communication among students, college supervisors, classroom supervisors and MSU's field placement office. Because of this all involved with student teachers will have to visit the field placement Web site, which showcases the key elements of the Conceptual Framework.

The new Conceptual Framework is accessible to all involved with teacher education. The logo of the Conceptual Framework is on the Department of Education's Web site, on stationery used by faculty, and on the walls in the teacher education classrooms. Field supervisors understand the Conceptual Framework due to training conducted in August 2010.

Signature assignments are clearly aligned with the Conceptual Framework, and results of assessments easily reveal performance on each of the Conceptual Framework's elements.

After the November 9-10, 2010, On-Site Focused Review, the team wrote, "In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, complete alignment of the conceptual framework and candidate proficiencies need to be realized. Also, all involved in teacher education need to understand the conceptual framework and the expected candidate proficiencies." During the January 2011, on-site visit, evidence revealed that assessments and candidate proficiencies are aligned and that all involved in teacher education understand the conceptual framework and expected candidate proficiencies.

Accreditation Recommendation: ARM 10.58.210 Conceptual Framework - Standard is Met

Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011

Number and Name of Standard: ARM 10.58.305 Assessment System and Unit Evaluation

Validating Statement: During the focused review, the reviewers verified that a series of measures are present that document candidate performance and inform continuous improvement decisions at the program and unit levels. A system is in place that ties these measures to the Conceptual Framework, assesses candidate performance at three stages of progress in the program, and provides for collection, analysis and regular reporting of data. The first set of data was shared during fall semester 2010 with stakeholders of the unit, sparking discussion about unit operations and program quality, and resulting in some immediate adjustments in curriculum and policy, such as a modification in conceptual framework language and adjustments in course credits. This initial review of data also identified questions that need to be addressed about curriculum and/or student performance.

Efforts have been made to eliminate sources of bias in performance assessments and procedures through involvement and training of those who have created rubrics and of those who will assess the performance of candidates on Signature Assignments, Teacher Work Samples and practicum/student teaching performance. An initial assessment of competence of program graduates is available from both employers and program graduates, as is a record of candidate complaints and resolutions. It continues to be the case that individual candidate and faculty assessment results are shared with individual candidates and faculty, respectively.

Sources of Evidence: Presentations and Interviews: Dr. Jayne Downey, Department Head, Education and members of the Leadership Team to include Dr. Bryce Carpenter, Dr. Scott Davis, Dr. Lynn Kelting-Gibson, Dr. Pat Ingraham, and Catherine Johnson; members of the University Teacher Education Council (UTEC) to include Lisa Eckert, English; Bryce Carpenter, Assistant Professor, Education; University supervisors, to include Joan Cook, Gini Mohr, Paula Schultz, Mary Beth Green, Lori Brockway; cooperating teachers Jan Krieger, Lisa Nesbitt; teacher candidates Elise Kopulas Athman, Caitlin Weaver, Polly Grooms, Angela Zoeteman.

Exhibits: Conceptual Framework, Program Assessment System Table, Program Assessment System Diagram, Teacher Education Advisory Council Data Report, Field Experience Evaluation, Teacher Work Sample Rubrics, Teacher Candidate Graduate Survey, Employer Survey, Teacher Work Sample notebook

Evaluation: The unit has implemented and begun to use an assessment system for unit evaluation. An Educational Assessment Coordinator has been appointed who has been closely involved with the unit leadership team and Department of Education faculty in creating systematic data-collection points throughout the teacher education program. The faculty has implemented the concept of Signature Assignments to link candidate performance to unit and state standards, and have also identified currently used assessments across the content areas that serve to document unit performance on standards. They have designed and implemented the Teacher Work Sample as a

centerpiece of candidate assessment during student teaching, have collected and analyzed initial assessment data, and involved the program stakeholders in reporting data, discussing findings, and implementing changes.

The collection, analysis, and regular reporting of data are managed through an electronic data management system created by the unit that links to the campus-wide BANNER student data management system. Currently, the unit collects data from multiple assessments of candidate qualifications and proficiencies and enters those data in separate electronic databases. Although Bill Freese, the initially appointed Assessment Coordinator, is currently on leave due to family health issues, his successor, Catherine Johnson, has been able to pick up his work seamlessly due to his clear, careful and thoughtful design of the relational database. Additionally, unit personnel are exploring electronic data management systems that will allow more efficient input of data as well as useful access to and analysis of assessment results. Unit assessment practices do include all elements of the “rigorous state test” for recommendation for initial licensure.

Accreditation Recommendation: ARM 10.58.305 Assessment System and Unit Evaluation Standard is Met

Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011

Number and Name of Standard: ARM 10.58.306 Field Experiences and Clinical Practices

Validating Statement: The unit and its school partners offer field experiences and clinical practice that ensure teacher candidates demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Evaluation of the student teacher is conducted using revised forms that are aligned with state standards and stem from the revised conceptual framework. Candidate's performance data from field experiences and clinical practice (student teaching) are collected and shared with the candidate, the candidate's cooperating teacher and university supervisor. These performance data are consistently and systematically collated, analyzed and disseminated to the unit for program and candidate performance improvement. A plan that includes a revised Web site is in place to systematically share the revised conceptual framework and evaluation forms with candidates, cooperating teachers, university supervisors, and local administrators.

Sources of Evidence: Presentations and Interviews: Cooperating Teachers; University Supervisors; Student Teachers; PEU and UTEC Faculty; Jayne Downey, Department Head, Education; Pat Ingraham, Field Placement Director; Catherine Johnson, Assessment Coordinator; Bryce Carpenter, Assistant Professor, Education

Exhibits: The Institutional Narrative, particularly the Program Assessment System Table; Teacher Work Samples; The Revised Student Teaching Evaluation Instrument; Handbook for Teacher Candidates, Cooperation Teachers, Field Supervisors; Revised Web Site; Guide to the Teacher Work Sample; Feedback on Teacher Work Sample

Evaluation: The unit provides field experiences and clinical practice opportunities which requires students to demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The unit systematically collates, analyzes, and disseminates candidates' performance data to unit faculty, university supervisors, cooperating teachers and university faculty to improve the program and candidate performance. The unit faculty have established expectations and aligned assessments to improve candidates' performance in the newly developed Teacher Work Sample (TWS) which allows candidates to demonstrate their ability to improve P-12 students' performance. The unit has also implemented the Co-Teaching Model, a new approach for the clinical experience (student teaching). This model has received enthusiastic support from field supervisors and cooperating teachers.

Accreditation Recommendation: ARM 10.58.306 Field Experiences and Clinical Practices Standard is Met

**Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011**

Number and Name of Standard: ARM 10.58.309 Unit Governance and Resources

Validating Statement: During the focused visit, the reviewers verified that resources have been allocated in the Department of Education such that the development and implementation of a unit assessment system has been accomplished. An Educational Assessment Coordinator was appointed in July 2009, and has been successful in creating and managing a data collection system that reflects the unit's conceptual framework. The first set of data have been collected, compiled, summarized and reported, and it is planned that future results will be reported in an annual report card to stakeholders for the purposes of improving candidate performance, program quality and unit operations.

Sources of Evidence: Presentations and Interviews: Jayne Downey, Department Head, Education; Catherine Johnson, Assessment Coordinator

Exhibits: Program Assessment System Table; Teacher Education Advisory Council Data Report; Graduate Survey Data

Evaluation: The unit has moved from having sparse program-level assessment activity and scattered data collection to allocating resources and demonstrating enthusiasm for and commitment to continuous improvement through data-informed decisions.

Accreditation Recommendation: ARM 10.58.309 Unit Governance and Resources Standard is Met

**Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011**

Number and Name of Standard: ARM 10.58.501 General Requirements (1)(j) and (l)

Validating Statement: Candidate data were available to verify the elements of 501 (1)(j) and (l)

Sources of Evidence: Progress Report for State Accreditation, discussion with students, and Teacher Work Sample (TWS) requirements

Evaluation: The unit has defined expectations and measures candidate-demonstrated understanding of, and performance in, the following: 1) assessment strategies, tools, and practices; 2) planning and evaluating effective instruction; 3) applying strategies to effectively engage with families and the community.

Accreditation Recommendation: ARM 10.58.501 General Requirements (1)(j) and (l)
Standard is Met

**Montana State University-Bozeman
Professional Education Unit On-Site Focused Review
January 17-19, 2011**

Number and Name of Standard: ARM 10.58.527 Areas of Permissive Specialized Competency - Early Childhood

Validating Statement: The Early Childhood curriculum coherently addresses the standards without exception, and the unit has begun to systematically collect, aggregate, and analyze teacher candidate data. The unit is now in a position to use these data for program improvement.

Sources of Evidence: Interviews: Priscilla Lund, Associate Professor, Education; Laura Massey, Associate Professor, Health and Human Development; Dede Baker, Adjunct Faculty, Health and Human Development; Christine Lux, Assistant Professor, Health and Human Development

Exhibits: The on-site team conducted a comprehensive document review that included examination of the Institutional Report which included the Early Childhood APSC Program Assessment System, course descriptions, course syllabi, samples of student work for HDCF 271 Paraprofessional Experience, HDCF 350 Early Childhood Classroom Management, HDCF 352 Curriculum in Early Childhood Education, and HDCF 458 Assessment and Intervention, the Handbook for Teaching Candidates, examples of student teaching midterm evaluations, practicum guidelines, student practicum journal samples

Assessment Aligned to Standard: The Early Childhood APSC Program Assessment System (Table 6 of the Institutional Narrative) clearly indicates the alignment among the PEPP standards, the revised conceptual framework, the Early Childhood curriculum, and collected signature assignments. Assignments and rubrics are clear and relate directly to the PEPP standards for the Permissive Specialized Competency Program for Early Childhood.

Evaluation: The unit has integrated the Early Childhood Permissive Specialized Competency into the continuous program assessment system. The Early Childhood program is collecting, aggregating, and analyzing teacher candidate data in a manner systematically linked to the revised conceptual framework and the PEPP standards.

Accreditation Recommendation: ARM 10.58.527 Areas of Permissive Specialized Competency Early Childhood Standard is Met

EXECUTIVE SUMMARY

DATE: FEBRUARY 2011

PRESENTATION: Recommend Approval of Regular Accreditation Status of the Professional Education Unit of the College of Education at Montana State University – Bozeman

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction

OVERVIEW: 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 recommends to the state superintendent and the Board of Public Education approval of regular accreditation status of the Professional Education Unit.

REQUESTED DECISION(S): Recommend approval of Regular Accreditation Status of the Professional Education Unit of the College of Education at Montana State University – Bozeman

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

ITEM 20

MATERIAL AND NON-
PERFORMANCE HEARING BPE
CASE #2010-07 (CLOSED)

Steve Meloy and Pam Collins

ITEM 21

DENIAL HEARING BPE CASE #2010-08
(CLOSED)

Steve Meloy and Pam Collins

Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
February 18, 2010

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources - Personnel Actions	Informational	
3. School Improvement – Action Item - Update on strategic planning process - Update on legislative activity - *Approval of 2012-12 Calendar	Gettel	10 min
4. Professional Development Activities - Update on in-service training	Informational	
5. MSDB Foundation Activities - Update on activities	Informational	
6. Conferences, Meetings and Contacts	Informational	
7. Budget and Finance - Update on budget	Sykes	3 min
8. Facilities and Safety - Update on current projects	Sykes	3 min
9. School Calendar of Events	Informational	
10. Student News	Informational	
11. Public Comment for Non Agenda Items		

Performance Appraisal Guide

MSDB Superintendent

Introduction

The goal of the performance appraisal process is to ensure that the MSDB Superintendent's job performance is appropriately aligned with and directed toward the school's goals and strategic objectives.

Process Description

The primary focus of this performance appraisal process is to encourage on-going dialogue between the MSDB Superintendent and the Board of Public Education. It also tracks progress toward the school's goals and strategic objectives. Each phase of the process may involve several discussions to address all areas.

Initial Discussion

The MSDB Superintendent will meet with the MSDB Committee to develop agreed upon goals using the SMART method for the evaluation period. Goals will directly reflect the MSDB Superintendent's role in enabling the school to meet its objectives. Each goal will be specific and include an agreed upon measure of success. These measures for success will be the basis for the final evaluation. The MSDB Superintendent and the MSDB Committee will agree on the performance levels used to measure competencies during the appraisal period. At the end of the initial discussion, a written set of goals forming the basis for the evaluation will be established and exchanged with the Board of Public Education.

Interim Discussions

In an integrated discussion of school issues the MSDB Superintendent will discuss the progress toward goal achievement at each regularly scheduled Board of Public Education meeting. Discussions should involve focus on progress toward goals, obstacles blocking or slowing progress, and resolve any pertinent issues. The Board of Public Education members are invited to stop at the Montana School for the Deaf and Blind when the opportunity arises and conduct conversations and make observations with those directly involved in the school's goals and strategic objectives identified.

Evaluation Discussion

The evaluation discussion will be conducted annually according to the Board of Public Education's Annual Agenda Calendar. The MSDB Superintendent should come to the evaluation discussion with a completed self-evaluation and be prepared to review his/her performance to-date. The Board of Public Education members and the Executive Secretary should come to the evaluation discussion with a completed evaluation and be prepared to review the comments with each rating. The comments should identify observed behaviors or reference specific examples of performance during the review period. The BPE Chair will complete the compilation of all evaluations and include comments with each rating and forward a copy to the MSDB Superintendent for review.

The MSDB Superintendent reviews the evaluation, looking for specific comments for each rating. The MSDB Superintendent should feel free to include comments of his/her own and sign the final version. When the Board of Public Education's Chair completes the appraisal, the Executive Secretary will review the results. One of two things will happen. (1) The BPE's Chair, Executive Secretary, and the MSDB Superintendent signs the document and the original is filed in the MSDB Superintendent's personnel file at the Board of Public Education's Human Resource Department. (2) If the BPE's Chair and the Executive Secretary determine changes are necessary, these changes will be discussed. A revised appraisal based on the discussion will be completed and then obtain final signatures.

The last step in the evaluation meeting is to begin the process of creating goals for the next evaluation period.

SMART Goals

SMART goals have the following characteristics:

- Specific – The task to be accomplished is described clearly and concisely
- Measurable – Success is clearly defined. May have multiple levels
- Agreed upon – The supervisor and the employee agree on the task and the measure
- Realistic – Adequate time and resources are available to complete the goal
- Timed – The task has a definite end

The first two elements of SMART, specific and measurable, are both the most important and the most difficult. It takes a bit of work to develop SMART goals but the result is that all involved know exactly what is expected.

Performance Rating Definitions

Exceeds Expectations

- Performance exceeds the performance expectation established for the position. Performance at this level definitely contributes to the achievement of the organization and unit's mission, goals, and objectives.

Meets Expectations

- Performance meets the expectation established for the position. Performance is consistent with expectations of the employee in the position.

Does Not Meet Expectations

- Performance falls below established expectation for the position. The need is evident for the employee to improve performance. Performance fails to contribute to or may negatively affect achievement of the organization or unit's mission, goals, and objectives.

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