OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR

JOHN BOHLINGER
LT. GOVERNOR

DRAFT

Board of Education Agenda
January 10, 2008
8:30 AM – 11:30 AM
State Capitol, Room 317
Helena, Montana

8:30 am **Roll Call**

8:35 am **Approve Minutes** – September 2007
http://governor.mt.gov/boed/default.asp

8:40 am Opening Remarks – Governor Brian Schweitzer

8:45 am Presentation: Martin Bean, Microsoft Corporation
General Manager Education Strategy, Products and Solutions

9:45 am **Old Business Update**
Kindergarten to College Workgroup – *Erin Williams, Chair*

10:00 am **New Business**
Showcase and Discussion – Building a Ready Workforce
Governor's Homework Assignment – Students ready for college and work
Participants TBD

Building a Technology Education and Research Network
Dick Clark, Chief Information Officer

11:15 am **Public Comment**

11:30 am **Adjourn**

State CAPITOL • P.O. BOX 200801 • HELENA, MONTANA 59620-0801 TELEPHONE: 406-444-3111 •
FAX: 406-444-5529 • WEBSITE: WWW.MT.GOV

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

JANUARY 10-11, 2008

MONTANA STATE CAPITOL
ROOM #172
HELENA, MT

January 10, 2008 - Thursday
1:30 p.m.

CALL TO ORDER

- **a. Pledge of Allegiance**
- **b. Roll Call**
- **c. Statement of Public Participation**
- **d. Welcome Visitors**
- **e. Adopt Agenda**

PUBLIC COMMENT

CONSENT AGENDA

- **a. Items Pulled from Consent Agenda if Requested**

INFORMATION ITEMS

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

Item 1 **CHAIRPERSON'S REPORT**

LEARNING FIRST ALLIANCE

GREAT FALLS TRIBUNE ARTICLES
Patty Myers
Board of Public Education Appearances

Item 2 **EXECUTIVE SECRETARY'S REPORT**

SCHOOL LAW EDUCATION FOR SCHOOL ADMINISTRATION STAKEHOLDERS

INTERIM LEGISLATIVE FINANCE COMMITTEE MEETING
Steve Meloy

- **CSPAC LIAISON - Angela McLean (Item 3)**

Item 3 **CSPAC REPORT**

CHAPTER 57
Steve Meloy and Angela McLean

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

Item 4 **STATE SUPERINTENDENT'S REPORT**

INDIAN EDUCATION FOR ALL REPORT
State Superintendent Linda McCulloch

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

Item 6 **GOVERNOR'S OFFICE REPORT**
Jan Lombardi

Item 7 **STUDENT REPRESENTATIVE'S REPORT**
Katie Wood

DISCUSSION ITEMS

- **GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Items 8 - 9)**

Item 8 **NO CHILD LEFT BEHIND UPDATE**
Nancy Coopersmith

Item 9 **K-12 SUBCOMMITTEE AND JOINT MEETING OF K-12 AND PEPB SUBCOMMITTEE**
Dr. Kirk Miller, Patty Myers, and Steve Meloy

- **DISTANCE LEARNING TASK FORCE – Dr. Kirk Miller (Item 10)**

Item 10 **EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE**
Dr. Kirk Miller, Patty Myers, and Steve Meloy

- **ASSESSMENT TASK FORCE – Sharon Carroll (Item 11)**

Item 11 **ASSESSMENT UPDATE**
Madalyn Quinlan

- **EXECUTIVE COMMITTEE – Patty Myers (Items 12 - 13)**

Item 12 **TRAFFIC EDUCATION REPORT**
David Huff

Item 13 **PROPOSED TRAFFIC EDUCATION RESOLUTION**
David Huff

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January 11, 2008 – Friday
8:30 a.m.

PUBLIC COMMENT

- **ACCREDITATION COMMITTEE – Storrs Bishop (Items 14 - 19)**

Item 14 **YOUTH RISK BEHAVIOR SURVEY REPORT**
Cathy Kendall

Item 15 **ANACONDA STUDENT PRESENTATION**
Cassie Mann – Anaconda High School

Item 16 **REPORT ON FIVE-YEAR COMPREHENSIVE EDUCATION PLAN**
Michael Hall and Willy Schauman

Item 17 **REPORT OF FOLLOW-UP ON-SITE VISIT TO VALLEY CHRISTIAN HIGH SCHOOL**
Al McMilin

ACTION ITEMS

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 18 **ALTERNATIVE TO STANDARD REQUEST**
Al McMilin

Item 19 **REPORT OF 2006-2007 IMPROVEMENT PLANS FOR SCHOOLS THAT RECEIVED ACCREDITATION ADVICE AND DEFICIENCY STATUS IN MARCH 2007**
Al McMilin

- **LICENSURE COMMITTEE – Angela McLean (Item 20)**

Item 20 **SURRENDER OF TEACHER LICENSE (CLOSED SESSION)**
Bud Williams

DISCUSSION ITEM

- **MSDB LIAISON – Patty Myers (Items 21 - 22)**

Item 21 **INTERPRETER STANDARDS**
Steve Gettel and Steve Meloy

INFORMATION ITEM

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

PRELIMINARY AGENDA ITEMS BPE MEETING– March 6-7, 2008

- **Executive Secretary Performance Evaluation & Contract Extension Discussion**
- **MSDB Superintendent Performance Evaluation & Contract Extension Discussion**
- **Establish Executive Staff Salaries – Action**
- **CSPAC/BPE Joint Meeting**
- **Council of Deans**
- **Annual CSPAC Report**
- **Annual School Food Services Report**
- **Assessment Update**
- **Accreditation Recommendations**
- **NCLB Update**
- **Alternative Standards Requests & Renewals**
- **MACIE Update**
- **Special Education Report**
- **Superintendent Candidates**
- **Annual Transportation Report**
- **Report on Rocky Mountain College Education Leadership Program**
- **Annual Teacher Education Program Report**
- **Summit Preparatory School - Action**

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
61101	Regular	01100	8,996.68	42,323.83			42,323.83
61301	Per Diem	01100		250.00			250.00
61401	FICA	01100	662.70	3,129.16			3,129.16
61402	Retirement - Other	01100	152.93	709.15			709.15
61403	Group Insurance	01100	1,058.30	4,762.35			4,762.35
61404	Workers Compensation Insur	01100	142.80	671.30			671.30
61410	State Unemployment Tax	01100	58.46	275.08			275.08
61411	Teachers Retirement	01100	646.12	3,053.50			3,053.50
TOTAL	61400 Employee Benefits		2,721.31	12,600.54			12,600.54
TOTAL	61000 Personal Services		11,717.99	55,174.37			55,174.37
62102	Consult & Prof Services	01100		7.50			7.50
62104	Insurance & Bonds	01100		337.00			337.00
62108	Legal Fees & Court Costs	01100		1,856.40			1,856.40
62113	Warrant Writing Services	01100	6.91	23.18			23.18
62114	Payroll Service Fees	01100		40.00			40.00
62148	SABHRS Administrative Costs	01100		986.00			986.00
62174	Data Network Serv/D Of A	01100	15.00	60.00			60.00
TOTAL	62100 Other Services		21.91	3,310.08			3,310.08
62210	Minor Tools, Instrum., & Equip	01100	44.21	221.32			221.32
62225	Books & Reference Materials	01100		55.00			55.00
62236	Ofc Supplies/Central Stores	01100	189.07	247.28			247.28
62241	Office Sup/Minor Equip-NonStat	01100	148.72	510.62			510.62
62280	Program Expense	01100	8.83	44.27			44.27
TOTAL	62200 Supplies & Materials		390.83	1,078.49			1,078.49
62304	Postage & Mailing	01100	59.02	358.19			358.19
62309	Advertising - Non Recruiting	01100	8.25	33.00			33.00
62370	Telephone Equip Chrg/D Of A	01100	82.00	328.00			328.00
62385	Long Distance Chrg/D Of A	01100	37.62	123.67			123.67
TOTAL	62300 Communications		186.89	842.86			842.86
62404	In-State State Motor Pool	01100	78.95	303.49			303.49
62408	In-State Lodging	01100		385.20			385.20
62410	In-State Meals Overnight	01100		153.00			153.00
62412	Out-Of-State Commercial Trans	01100		560.60			560.60
62417	Out-Of-State Meals	01100		79.00			79.00
62418	Out-Of-State Lodging	01100		646.38			646.38
62427	Commuter Allowance	01100		52.00			52.00
62486	NonEmployInStateCommerc/Trans	01100		141.52			141.52
62489	Non-Employee In State Mileage	01100	1,268.85	4,671.01			4,671.01
62490	Non-Employee In State Meals	01100	310.00	977.00			977.00
62492	Non-Employee Out State Meals	01100		126.00			126.00
62493	Non-Employee Out State Lodging	01100		263.99			263.99
62497	Non-Employee In-State Lodging	01100	599.20	2,380.10			2,380.10
TOTAL	62400 Travel		2,257.00	10,739.29			10,739.29
62528	Rent-Non Dept of Admin	01100	468.75	2,343.75			2,343.75
62801	Dues	01100		10,174.50			10,174.50

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62802 Subscriptions	01100		77.13			77.13
62809 Education/Training Costs	01100		199.00			199.00
62817 Meetings/Conference Costs	01100		695.00			695.00
TOTAL 62800 Other Expenses			11,145.63			11,145.63
TOTAL 62000 Operating Expenses		3,325.38	29,460.10			29,460.10
TOTAL FUND 01100 General Fund		15,043.37	84,634.47			84,634.47
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		15,043.37	84,634.47			84,634.47

PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	BALANCE
512030 Accommodations Tax	01100	2008	200.00		200.00
TOTAL FUND 01100 General Fund			200.00		200.00
TOTAL PROGRAM 2008			200.00		200.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			200.00		200.00

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2008	235H1	137,521.00		55,168.52	82,352.48	40
61000 Personal Services	01100	2008	235H8	613.00		5.85	607.15	1
61000 Personal Services	02122	2008	235H1	162.00			162.00	
61000 Personal Services	02122	2008	235H8	16.00			16.00	
61000 Personal Services	02219	2008	235H1	15,000.00			15,000.00	
TOTAL 61000 Personal Services				153,312.00		55,174.37	98,137.63	36
62000 Operating Expenses	01100	2008	235H1	71,460.00		29,460.10	41,999.90	41
TOTAL SUB-CLS 235H1 ADMINISTRATION				208,981.00		84,628.62	124,352.38	40
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				613.00		5.85	607.15	1
TOTAL FUND 01100 General Fund				209,594.00		84,634.47	124,959.53	40
TOTAL SUB-CLS 235H1 ADMINISTRATION				162.00			162.00	
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				16.00			16.00	
TOTAL FUND 02122 Advisory Council				178.00			178.00	
TOTAL SUB-CLS 235H1 ADMINISTRATION				15,000.00			15,000.00	
TOTAL FUND 02219 Research Fund				15,000.00			15,000.00	
TOTAL PROGRAM 2008				224,772.00		84,634.47	140,137.53	38
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				224,772.00		84,634.47	140,137.53	38

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1604823	11/06/2007	000004	PPE 10/26/07 GV1 ON-CYCLE	4,496.40		
61101	PAY1604823	11/06/2007	000005	PPE 10/26/07 GV1 ON-CYCLE	1.94		
61101	PAY1609838	11/20/2007	000005	PPE 11/9/07 GW1 ON-CYCLE	4,495.75		
61101	PAY1609838	11/20/2007	000006	PPE 11/9/07 GW1 ON-CYCLE	2.59		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 42%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	61101			Regular	8,996.68		
61401	PAY1604823	11/06/2007	000007	PPE 10/26/07 GV1 ON-CYCLE	331.19		
61401	PAY1604823	11/06/2007	000008	PPE 10/26/07 GV1 ON-CYCLE	0.15		
61401	PAY1609838	11/20/2007	000009	PPE 11/9/07 GW1 ON-CYCLE	331.16		
61401	PAY1609838	11/20/2007	000010	PPE 11/9/07 GW1 ON-CYCLE	0.20		
TOTAL	61401			FICA	662.70		
61402	PAY1604823	11/06/2007	000010	PPE 10/26/07 GV1 ON-CYCLE	76.46		
61402	PAY1609838	11/20/2007	000012	PPE 11/9/07 GW1 ON-CYCLE	76.42		
61402	PAY1609838	11/20/2007	000013	PPE 11/9/07 GW1 ON-CYCLE	0.05		
TOTAL	61402			Retirement - Other	152.93		
61403	PAY1604823	11/06/2007	000012	PPE 10/26/07 GV1 ON-CYCLE	528.99		
61403	PAY1604823	11/06/2007	000013	PPE 10/26/07 GV1 ON-CYCLE	0.16		
61403	PAY1609838	11/20/2007	000016	PPE 11/9/07 GW1 ON-CYCLE	528.84		
61403	PAY1609838	11/20/2007	000017	PPE 11/9/07 GW1 ON-CYCLE	0.31		
TOTAL	61403			Group Insurance	1,058.30		
61404	PAY1604823	11/06/2007	000015	PPE 10/26/07 GV1 ON-CYCLE	71.37		
61404	PAY1604823	11/06/2007	000016	PPE 10/26/07 GV1 ON-CYCLE	0.03		
61404	PAY1609838	11/20/2007	000020	PPE 11/9/07 GW1 ON-CYCLE	71.36		
61404	PAY1609838	11/20/2007	000021	PPE 11/9/07 GW1 ON-CYCLE	0.04		
TOTAL	61404			Workers Compensation Insur	142.80		
61410	PAY1604823	11/06/2007	000018	PPE 10/26/07 GV1 ON-CYCLE	29.22		
61410	PAY1604823	11/06/2007	000019	PPE 10/26/07 GV1 ON-CYCLE	0.01		
61410	PAY1609838	11/20/2007	000023	PPE 11/9/07 GW1 ON-CYCLE	29.22		
61410	PAY1609838	11/20/2007	000024	PPE 11/9/07 GW1 ON-CYCLE	0.01		
TOTAL	61410			State Unemployment Tax	58.46		
61411	PAY1604823	11/06/2007	000021	PPE 10/26/07 GV1 ON-CYCLE	322.88		
61411	PAY1604823	11/06/2007	000022	PPE 10/26/07 GV1 ON-CYCLE	0.18		
61411	PAY1609838	11/20/2007	000026	PPE 11/9/07 GW1 ON-CYCLE	322.88		
61411	PAY1609838	11/20/2007	000027	PPE 11/9/07 GW1 ON-CYCLE	0.18		
TOTAL	61411			Teachers Retirement	646.12		
62113	0001607874	11/14/2007	000001	Warrant Writing Services	6.91		
62174	0001607923	11/14/2007	000001	Data Network Serv/D Of A	15.00		
62210	ACC1610624	11/22/2007	000002	Cell Phone	44.21	00001844	VERIZON WIRELESS SERVICES LLC
62236	0001603903	11/02/2007	000001	Ofc Supplies/Central Stores	189.07		
62241	ACC1607621	11/13/2007	000023	Food	27.20	00001842	SWEET FLOURS BAKE SHOPPE
62241	ACC1607621	11/13/2007	000024	Food	16.77	00001843	CAROL WILL
62241	ACC1612726	11/30/2007	000004	Food	89.75	00001845	ALBERTSONS FOOD CENTER
62241	ACC1612726	11/30/2007	000005	Food	15.00	00001846	SWEET FLOURS BAKE SHOPPE
TOTAL	62241			Office Sup/Minor Equip-NonStat	148.72		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ELAPSED TIME YTD: 42%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62280	0001606100	11/08/2007	000004	Program Expense	8.83		
62304	0001612506	11/29/2007	000001	Postage & Mailing	59.02		
62309	0001607923	11/14/2007	000002	Advertising - Non Recruiting	8.25		
62370	0001607923	11/14/2007	000003	Telephone Equip Chrg/D Of A	82.00		
62385	0001607923	11/14/2007	000004	Long Distance Chrg/D Of A	37.62		
62404	0001603901	11/02/2007	000001	In-State State Motor Pool	78.95		
62489	ACC1607621	11/13/2007	000025	Mileage, Meals	153.28	00001834	ANGELA MCLEAN
62489	ACC1607621	11/13/2007	000026	Mileage, Meals	184.32	00001835	KIRK MILLER
62489	ACC1607621	11/13/2007	000027	Mileage, Lodging, Meals	204.68	00001836	JOHN D FULLER
62489	ACC1607621	11/13/2007	000028	Mileage, Lodging, Meals	86.34	00001837	PATTY MYERS
62489	ACC1607621	11/13/2007	000029	Mileage, Lodging, Meals	217.28	00001838	KATIE WOOD
62489	ACC1607621	11/13/2007	000030	Mileage, Lodging, Meals	250.27	00001839	SHARON CARROLL
62489	ACC1607621	11/13/2007	000031	Mileage, Meals	172.68	00001840	CAL GILBERT
TOTAL	62489	Non-Employee In State Mileage			1,268.85		
62490	ACC1607621	11/13/2007	000032	Mileage, Meals	6.00	00001834	ANGELA MCLEAN
62490	ACC1607621	11/13/2007	000033	Mileage, Meals	6.00	00001835	KIRK MILLER
62490	ACC1607621	11/13/2007	000034	Mileage, Lodging, Meals	52.00	00001836	JOHN D FULLER
62490	ACC1607621	11/13/2007	000035	Mileage, Lodging, Meals	40.00	00001837	PATTY MYERS
62490	ACC1607621	11/13/2007	000036	Mileage, Lodging, Meals	40.00	00001838	KATIE WOOD
62490	ACC1607621	11/13/2007	000037	Mileage, Lodging, Meals	40.00	00001839	SHARON CARROLL
62490	ACC1607621	11/13/2007	000038	Mileage, Meals	6.00	00001840	CAL GILBERT
62490	ACC1612726	11/30/2007	000006	Meals - Lunch	120.00	00001847	LEWIS & CLARK CO SCHOOL DIST 1
TOTAL	62490	Non-Employee In State Meals			310.00		
62497	ACC1607621	11/13/2007	000039	Mileage, Lodging, Meals	149.80	00001836	JOHN D FULLER
62497	ACC1607621	11/13/2007	000040	Mileage, Lodging, Meals	149.80	00001837	PATTY MYERS
62497	ACC1607621	11/13/2007	000041	Mileage, Lodging, Meals	149.80	00001838	KATIE WOOD
62497	ACC1607621	11/13/2007	000042	Mileage, Lodging, Meals	149.80	00001839	SHARON CARROLL
TOTAL	62497	Non-Employee In-State Lodging			599.20		
62528	0001603360	11/01/2007	000010	Rent-Non Dept of Admin	468.75		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				15,043.37		

STATE OF MONTANA

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

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

RUN DATE: 12/01/2007
RUN TIME: 01:02:51

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
61101	Regular	02122	6,506.90	31,467.22			31,467.22
61133	Termination Pay - Sick Leave	02122		146.97			146.97
61134	Termination Pay - Vacation	02122		168.17			168.17
61136	FSLA Comp Time Payout	02122		268.48			268.48
TOTAL 61100	Salaries		6,506.90	32,050.84			32,050.84
61301	Per Diem	02219		150.00			150.00
61401	FICA	02122	479.43	2,371.90			2,371.90
61402	Retirement - Other	02122	121.95	697.97			697.97
61403	Group Insurance	02122	1,169.70	5,263.65			5,263.65
61404	Workers Compensation Insur	02122	122.22	602.02			602.02
61410	State Unemployment Tax	02122	42.30	208.38			208.38
61411	Teachers Retirement	02122	452.06	2,095.67			2,095.67
TOTAL 61400	Employee Benefits		2,387.66	11,239.59			11,239.59
TOTAL 61000	Personal Services		8,894.56	43,440.43			43,440.43
62102	Consult & Prof Services	02219		7.50			7.50
62104	Insurance & Bonds	02219		337.00			337.00
62113	Warrant Writing Services	02219	6.91	23.17			23.17
62114	Payroll Service Fees	02219		40.00			40.00
62148	SABHRS Administrative Costs	02219		986.00			986.00
62174	Data Network Serv/D Of A	02219	15.00	60.00			60.00
TOTAL 62100	Other Services		21.91	1,453.67			1,453.67
62236	Ofc Supplies/Central Stores	02219	189.06	247.27			247.27
62241	Office Sup/Minor Equip-NonStat	02219	188.86	481.57			481.57
62249	Minor Software.	02219		29.00			29.00
62280	Program Expense	02219	8.83	44.26			44.26
TOTAL 62200	Supplies & Materials		386.75	802.10			802.10
62304	Postage & Mailing	02219	59.02	318.33			318.33
62309	Advertising - Non Recruiting	02219	8.25	33.00			33.00
62370	Telephone Equip Chrg/D Of A	02219	82.00	328.00			328.00
62385	Long Distance Chrg/D Of A	02219	12.57	43.31			43.31
TOTAL 62300	Communications		161.84	722.64			722.64
62404	In-State State Motor Pool	02219	179.50	249.54			249.54
62408	In-State Lodging	02219		355.22			355.22
62410	In-State Meals Overnight	02219		139.00			139.00
62412	Out-Of-State Commercial Trans	02219		148.59			148.59
62417	Out-Of-State Meals	02219		213.00			213.00
62418	Out-Of-State Lodging	02219		1,247.23			1,247.23
62427	Commuter Allowance	02219		178.56			178.56
62485	NonEmployOutStateCommerc/Trans	02219		1,311.30			1,311.30
62489	Non-Employee In State Mileage	02219		1,599.54			1,599.54
62490	Non-Employee In State Meals	02219		274.00			274.00
62492	Non-Employee Out State Meals	02219		238.00			238.00
62493	Non-Employee Out State Lodging	02219		2,050.14			2,050.14
62497	Non-Employee In-State Lodging	02219	71.69-	642.11			642.11
TOTAL 62400	Travel		107.81	8,646.23			8,646.23

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62516 Meeting Rooms	02219		352.50			352.50
62528 Rent-Non Dept of Admin	02122				8,250.00	8,250.00
62528 Rent-Non Dept of Admin	02219	468.75	2,343.75			2,343.75
TOTAL 62528 Rent-Non Dept of Admin		468.75	2,343.75		8,250.00	10,593.75
TOTAL 62500 Rent		468.75	2,696.25		8,250.00	10,946.25
62802 Subscriptions	02219	19.95	97.07			97.07
62809 Education/Training Costs	02219		199.00			199.00
62817 Meetings/Conference Costs	02219	897.00	1,557.00			1,557.00
TOTAL 62800 Other Expenses		916.95	1,853.07			1,853.07
TOTAL 62000 Operating Expenses		2,064.01	16,173.96		8,250.00	24,423.96
TOTAL FUND 02122 Advisory Council		8,894.56	43,290.43		8,250.00	51,540.43
TOTAL FUND 02219 Research Fund		2,064.01	16,323.96			16,323.96
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		10,958.57	59,614.39		8,250.00	67,864.39

PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	BALANCE
512030 Accommodations Tax	01100	2008	200.00		200.00
TOTAL FUND 01100 General Fund			200.00		200.00
TOTAL PROGRAM 2008			200.00		200.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			200.00		200.00

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
62000 Operating Expenses	02122	2007	240H1			8,250.00	8,250.00-	
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL						8,250.00	8,250.00-	
TOTAL FUND 02122 Advisory Council						8,250.00	8,250.00-	
TOTAL PROGRAM 2007						8,250.00	8,250.00-	
61000 Personal Services	01100	2008	240H3	3,000.00			3,000.00	
61000 Personal Services	02122	2008	240H1	99,514.00		43,290.32	56,223.68	44
61000 Personal Services	02122	2008	240H8	444.00		0.11	443.89	
61000 Personal Services	02219	2008	240H1	14,155.00		150.00	14,005.00	1
TOTAL 61000 Personal Services				117,113.00		43,440.43	73,672.57	37
62000 Operating Expenses	02219	2008	240H1	45,845.00		16,173.96	29,671.04	35
TOTAL SUB-CLS 240H3 ADVISORY CNCL REIMB INC				3,000.00			3,000.00	
TOTAL FUND 01100 General Fund				3,000.00			3,000.00	
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL				99,514.00		43,290.32	56,223.68	44
TOTAL SUB-CLS 240H8 .6 DISCRETIONARY ALLOC (BIEN)				444.00		0.11	443.89	
TOTAL FUND 02122 Advisory Council				99,958.00		43,290.43	56,667.57	43
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL				60,000.00		16,323.96	43,676.04	27

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
TOTAL FUND 02219 Research Fund				60,000.00		16,323.96	43,676.04	27
TOTAL PROGRAM 2008				162,958.00		59,614.39	103,343.61	37
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				162,958.00		67,864.39	95,093.61	42

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1604823	11/06/2007	000006	PPE 10/26/07 GV1 ON-CYCLE	120.77		
61101	PAY1604824	11/06/2007	000002	PPE 10/26/07 GV1 ON-CYCLE	3,132.68		
61101	PAY1609837	11/20/2007	000002	PPE 11/9/07 GW1 ON-CYCLE	3,132.68		
61101	PAY1609838	11/20/2007	000007	PPE 11/9/07 GW1 ON-CYCLE	120.69		
61101	PAY1609838	11/20/2007	000008	PPE 11/9/07 GW1 ON-CYCLE	0.08		
TOTAL	61101	Regular			6,506.90		
61401	PAY1604823	11/06/2007	000009	PPE 10/26/07 GV1 ON-CYCLE	8.74		
61401	PAY1604824	11/06/2007	000003	PPE 10/26/07 GV1 ON-CYCLE	230.98		
61401	PAY1609837	11/20/2007	000003	PPE 11/9/07 GW1 ON-CYCLE	230.98		
61401	PAY1609838	11/20/2007	000011	PPE 11/9/07 GW1 ON-CYCLE	8.73		
TOTAL	61401	FICA			479.43		
61402	PAY1604823	11/06/2007	000011	PPE 10/26/07 GV1 ON-CYCLE	8.50		
61402	PAY1604824	11/06/2007	000004	PPE 10/26/07 GV1 ON-CYCLE	52.48		
61402	PAY1609837	11/20/2007	000004	PPE 11/9/07 GW1 ON-CYCLE	52.48		
61402	PAY1609838	11/20/2007	000014	PPE 11/9/07 GW1 ON-CYCLE	8.48		
61402	PAY1609838	11/20/2007	000015	PPE 11/9/07 GW1 ON-CYCLE	0.01		
TOTAL	61402	Retirement - Other			121.95		
61403	PAY1604823	11/06/2007	000014	PPE 10/26/07 GV1 ON-CYCLE	27.85		
61403	PAY1604824	11/06/2007	000005	PPE 10/26/07 GV1 ON-CYCLE	557.00		
61403	PAY1609837	11/20/2007	000005	PPE 11/9/07 GW1 ON-CYCLE	557.00		
61403	PAY1609838	11/20/2007	000018	PPE 11/9/07 GW1 ON-CYCLE	27.83		
61403	PAY1609838	11/20/2007	000019	PPE 11/9/07 GW1 ON-CYCLE	0.02		
TOTAL	61403	Group Insurance			1,169.70		
61404	PAY1604823	11/06/2007	000017	PPE 10/26/07 GV1 ON-CYCLE	2.27		
61404	PAY1604824	11/06/2007	000006	PPE 10/26/07 GV1 ON-CYCLE	58.84		
61404	PAY1609837	11/20/2007	000006	PPE 11/9/07 GW1 ON-CYCLE	58.84		
61404	PAY1609838	11/20/2007	000022	PPE 11/9/07 GW1 ON-CYCLE	2.27		
TOTAL	61404	Workers Compensation Insur			122.22		
61410	PAY1604823	11/06/2007	000020	PPE 10/26/07 GV1 ON-CYCLE	0.79		
61410	PAY1604824	11/06/2007	000007	PPE 10/26/07 GV1 ON-CYCLE	20.36		
61410	PAY1609837	11/20/2007	000007	PPE 11/9/07 GW1 ON-CYCLE	20.36		
61410	PAY1609838	11/20/2007	000025	PPE 11/9/07 GW1 ON-CYCLE	0.79		
TOTAL	61410	State Unemployment Tax			42.30		
61411	PAY1604824	11/06/2007	000008	PPE 10/26/07 GV1 ON-CYCLE	226.03		
61411	PAY1609837	11/20/2007	000008	PPE 11/9/07 GW1 ON-CYCLE	226.03		
TOTAL	61411	Teachers Retirement			452.06		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 42%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62113	0001607874	11/14/2007	000002	Warrant Writing Services	6.91		
62174	0001607923	11/14/2007	000005	Data Network Serv/D Of A	15.00		
62236	0001603903	11/02/2007	000002	Ofc Supplies/Central Stores	189.06		
62241	ACC1607621	11/13/2007	000022	Catering	188.86	00001841	SODEXHO MARRIOTT
62280	0001606100	11/08/2007	000005	Program Expense	8.83		
62304	0001612506	11/29/2007	000002	Postage & Mailing	59.02		
62309	0001607923	11/14/2007	000006	Advertising - Non Recruiting	8.25		
62370	0001607923	11/14/2007	000007	Telephone Equip Chrg/D Of A	82.00		
62385	0001607923	11/14/2007	000008	Long Distance Chrg/D Of A	12.57		
62404	0001603901	11/02/2007	000002	In-State State Motor Pool	179.50		
62497	ARD1613209	11/30/2007	000001	1029	71.69-		
62528	0001603360	11/01/2007	000011	Rent-Non Dept of Admin	468.75		
62802	PRO1612486	11/21/2007	000001	SURVEYMONKEY COM	19.95		
62817	ACC1604150	11/02/2007	000002	Conference Fees	897.00	00001833	WESTERN STATES CERTIFICATION CONFERENCE
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				10,958.57		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 42%

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62241 Office Sup/Minor Equip-NonStat	02219				210.47	210.47
TOTAL FUND 02219 Research Fund					210.47	210.47
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY					210.47	210.47

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
62000 Operating Expenses	02219	2007	240H1			210.47	210.47-	
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL						210.47	210.47-	
TOTAL FUND 02219 Research Fund						210.47	210.47-	
TOTAL PROGRAM 2007						210.47	210.47-	
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY						210.47	210.47-	

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

NOVEMBER 8-9, 2007

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

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

CALL TO ORDER

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

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

PUBLIC COMMENT

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

CONSENT AGENDA

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

Items are presented in the order in which they appeared.

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INFORMATION ITEMS

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

Item 1 CHAIRPERSON'S REPORT - Patty Myers

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

KINDERGARTEN TO COLLEGE WORKGROUP

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

EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE

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

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

BOARD OF PUBLIC EDUCATION APPEARANCES

Ms. Angela McLean

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

Ms. Sharon Carroll

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

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Dr. Kirk Miller

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

National Alliance of Concurrent Enrollment Partnerships

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

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

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

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

9:12 a.m. Sharon Carroll arrived

Learning First Alliance

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

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

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expectations

Reasons addressed to form an alliance:

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

Some concerns addressed about organizing an alliance:

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

Board of Regents' September 2007 Meeting

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

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

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

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

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

Item 3 CSPAC REPORT - Peter Donovan
Mr. Peter Donovan presented the highlights of the October 10-11, 2007 Certification Standards and Practices Advisory Council (CSPAC) and joint Council of Deans Meeting. During the joint meeting they discussed the current goals for each respective group as well as strategies for enhancing communication and collaboration of K-12 and Higher Education stakeholders. Other topics discussed included: An update of the ongoing review of educator licensure rules in Chapter 57 of the Administrative Rules of Montana; a review of a report by the National Council for Teacher Quality; a summary of an American Association for Colleges of Teacher Education (AACTE) Accreditation Forum in Washington, D.C; and an overview of proposed changes to federal laws contained in the ESEA Reauthorization Bill that is in Congress. The next Chapter 57 meeting will be held in Helena, MT on December 11, 2007 to continue the important review and modification process along with the licensure department from the Office of Public Instruction.

NASDTEC 11th PROFESSIONAL PRACTICES INSTITUTE - Angela McLean and Peter Donovan (Elizabeth Keller was invited to the presenters table by CSPAC Liaison Angela McLean)
Ms. Elizabeth Keller provided the Board of Public Education with some insights on the role of the National Association of State Directors of Teacher Education & Certification (NASDTEC). The November 2007 NASDTEC Communicator and the agenda for the NASDTEC Professional Practices Institute was provided. The theme of the institute was *Navigating the Changing Landscape of Professional Practices.* There is a growing need on being proactive to keep students safe. Ms. Elizabeth Keller stated that the key is having confidence in the administrators. Ms. Angela McLean recommended that the Board of Public Education take the lead to initiate a letter of invitation to its educational partners to be proactive in determining what are threshold behaviors and how these behaviors should be addressed. An outline was presented that addressed some of the following key points:

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

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- Incoming/new teachers in some states are required to take course during teacher training and/or at district level

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

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

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

INDIAN EDUCATION FOR ALL REPORT

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

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

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

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

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

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

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

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

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

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

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

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

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

1. Dual credit program written by Ms. Taisha McWilliams from Fairfield High School. The final statement reads, "Therefore, be it resolved that the Montana Association of Student Council go on record as being opposed to the revision of this rule affecting dual credit courses online and encourage the Board of [Public] Education to exempt faculty in the Montana University System teaching dual credit courses, so that all Montana high school students have access to the benefits of dual credit programs"
2. Community Service required in high schools for graduation written by State President, Ms. Kyla Wall from Glasgow High School. The final statement reads, "Therefore, let it be resolved that the Montana Association of Student Council supports the idea of high schools requiring community service of students for graduation." Ms. Katie Wood stated that the word "requiring" was changed to "optional", but the resolution failed
3. State required endorsement for distance learning providers written by Chinook's High School Student Council. The final statement reads, "Therefore, be it resolved that MASC oppose and or seek additional flexibility in the Board of [Public] Education's rule which requires that all distance learning providers have a Montana Teaching Certificate with an endorsement in the content area of the courses offered"

- Ms. Katie Wood presented the MASC survey to over 400 attendees at the conference. She has worked with Ms. Linda Gardner to put the results on the Office of Public Instruction's website at www.opi.mt.gov/MASC/. Results will be presented at the January BPE meeting. The 2007 MASC Survey was included in the agenda packet
- The final report on the NASBE/MetLife Grant written by Ms. Jenny Tiskus with graphs identifying grade by percentage and respondents by race were included. Ms. Jenny Tiskus noted that in the 2006 MASC survey, Caucasian respondents made up 97% of all respondents. In the online survey, they made of 89.9%. A greater percentage of respondents to the online survey had a GPA below 3.5 +, unweighted were from a class C schools and an area self identified as rural
- Ms. Katie Wood agreed to continue efforts to increase the Board of Public Education's desire to collect information on student opinions with special attention to previously underrepresented groups including ethnic minorities, low income students, rural students, students in small schools, and students not affiliated with the MASC

Item 8 ONSITE VISIT TO SUMMIT PREPARATORY SCHOOL - Al McMilin

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

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

1:45 p.m. Meeting reconvened

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

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

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

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

Rationale:

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

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

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

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

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

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

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remained consistent since 2003.

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

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

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

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

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

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

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

Item 10 NO CHILD LEFT BEHIND UPDATE - Nancy Coopersmith

- Ms. Nancy Coopersmith expressed that there is no appropriation approved at this point in time. The education bill left the house on November 7, 2007 with an approval, but not a veto approval. Ms. Nancy Coopersmith provided the Board of Public Education with a portion of the *FY 2008 Labor-HHS-Education Conference Report* and spoke directly of the Reading First program with the potential changes in funding that may occur through the House and Senate conferees for Title I and special education programs. The numbers that are presented in this report are not firm, not approved, nor are there any appropriations to date; even though by law this should have been completed by September 30, 2007
- There is no news to date on the reauthorization of Elementary and Secondary Education Act (ESEA)

- The Statewide System of Support document prepared by Ms. Nancy Coleman, the Title I School Support Systems Specialist, was presented to the Board. Federal funding has been provided to the Office of Public Instruction to work with schools and districts to improve student learning. Title I schools that have not met Adequate Yearly Progress (AYP) for four or more consecutive school years will receive a Scholastic Review and be provided a School Coach to guide school improvement
- Discussion ensued that even though there may be no reauthorization of ESEA, there has been some excellent sources of accountability that have transpired because of this Act. The state of Montana should continue to focus on the good work of the state and its educational programs through comprehensive education plans

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Item 14 ASSESSMENT UPDATE - Judy Snow
Ms. Judy Snow presented the final report of the Iowa Test of Basic Skills/Iowa Test of Educational Development (ITBS/ITED) for Montana. The embargoed report until November 9, 2007 on the *2007 Statewide ITBS/ITED Report for grades 4, 8, and 11 in Reading, Language Arts, Mathematics, Social Studies, and Science* was reviewed.

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

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

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

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November 9, 2007 – Friday
<u>8:30 a.m.</u>

PUBLIC COMMENT

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

INFORMATION ITEM

Item 15 TEACHER-OF-THE-YEAR REPORT - Gary Carmichael
Mr. Gary Carmichael was not able to attend as scheduled.

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

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ACTION ITEMS

Item 16 ALTERNATIVE STANDARDS REQUESTS - Al McMilin

This presentation provided the Board of Public Education with the Initial Alternative Standard and Five-Year Renewal Standard Requests recommended for approval by State Superintendent Linda McCulloch. The following 15 initial alternative standard requests representing 9 districts and 9 schools have been received and evaluated in accordance with ARM 10.55.604:

- **Garfield County**

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

- **Park County**

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

- **Sweetgrass County**

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

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

Item 17 QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM - Madalyn Quinlan

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

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

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

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

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

Some problematic implications that were addressed:

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

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

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

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

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

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

INFORMATION ITEM

Item 18 MSDB COMMITTEE MEETING REPORT - Steve Gettel

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

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

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

- Update on negotiations with MEA-MFT

3. School Improvement
   - Update on accreditation

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

     - Mr. Bud Williams recommended that the Certification Standards and Practices Advisory Council (CSPAC) conduct a study about what it would entail to implement an effective system to train the personnel to instruct deaf or blind students in similar demographical regions. Mr. Peter Donovan mentioned that CSPAC developed standards for instructors of Braille. CSPAC will work on similar standards for interpreters with guidance and direction from MSDB. Mr. Steve Gettel feels that this is a good start, but the focus also needs to be on teacher preparation. He continued to stress that there is no standard to measure teacher preparation for deaf education except the general standards for special education endorsement programs, and they do not address the needs of communication and literacy development for the students of MSDB. Mr. Bud Williams believes that this is the work of the Board of Public Education and not the legislature
   - Update on strategic planning process

     -Mr. Steve Gettel stressed the need to have participation from the Board of Public Education, the Office of Public Instruction, the Governor's Budget Office, and its constituents involved in the strategic planning of MSDB
   - Update on strategies for increasing educational opportunities for students
   - Update on other program issues
4. Professional Development Activities
   - Update on in-service training
5. MSDB Foundation Activities
   - Update on activities
6. Conferences, meetings, and contacts
7. Finance and Facilities
   - Update on budget and maintenance projects
8. School Calendar of Events
9. Student News and School Events

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

Meeting adjourned at 11:30 a.m.

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

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

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

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MONTANA UNIVERSITY SYSTEM

DATE: November 8, 2007

TO: Campus CEO's

FROM: Sheila M. Stearns, Commissioner of Higher Education

RE: Search Committee Members
Deputy Commissioner of Academic and Student Affairs

I am pleased to inform you that I have finalized the appointment of Search Committee members who will oversee the recruitment and selection process for the position of Deputy Commissioner.

Members are:

Kathy Crego, Chair
Cathy Swift, Legal Counsel, OCHE
Teresa Branch, Vice President, Student Affairs, UM-Missoula
David Dooley, Provost/Vice President, Academic Affairs, MSU-Bozeman
Jane Karas, President, Flathead Valley Community College
Karl Ulrich, Provost/Vice Chancellor, Academic Affairs, UM-Western
Joe Callahan, Provost/Vice Chancellor, Academic Affairs, MSU-Northern
Keith Edgerton, Professor, History, MSU-Billings
Levi Briese, Student, Montana Tech of UM
Steve Meloy, Board of Public Education
Sandy Merdinger, Director, Gear Up, OCHE

Committee members will meet in the near future and will, among other items of business, develop a calendar for the search. I anticipate the search will be completed and a successful candidate identified by the end of April 2008.

I encourage each of you to identify nominees who may be excellent candidates for the position. You need not complete a formal nomination letter unless you wish to do so; simply notify Kathy Crego of the individual's name and institution and she will follow up in a confidential manner. You can contact Kathy at (406) 370-5890 or by e-mail, kcrego@bresnan.net.

Please forward this to campus CAOs, faculty and student leaders.

C: Board of Regents

Sheila M. Stearns
Commissioner of Higher Education

46 N. Last Chance Gulch | PO Box 203201 | Helena, Montana 59620-3201
(406) 444-6570 | FAX (406) 444-1469
http://www.mus.edu/

Great Falls Tribune 11/8/2000

Distance-learning rule for teachers a work in progress

By PATTY MYERS

Montana State University-Great Falls College of Technology Dean Mary Moe has recently authored two provocative guest columns pertaining to distance learning, dual enrollment, and dual credit in Montana.

Moe's points of view are well argued but not necessarily persuasive.

The Montana Board of Public Education is constitutionally empowered to "exercise general supervision" of Montana K-12 public schools. State statutes specifically outline the board's dunes.

Among these duties are the consideration and adoption of standards of school accreditation and teacher licensure.

The board, whose seven members are appointed by the governor, takes its constitutional and statutory authority seriously. In this regard, when the board believes there is an issue of major concern to public schools, teachers, and the students they serve, the board provides huge amounts of opportunity for all interested parties to state their points of view.

In recent years, the issue of who shall teach our children has dominated board discussions and action. For years, the board has required that teachers be properly licensed and endorsed in the classroom instruction they provide.

The board believes licensure and endorsement define the teaching profession and are critical to quality public schools. Students, taxpayers, politicians, and the public at large deserve nothing less than unambiguous assurance that public school teachers meet state standards.

Why would anyone argue for less?

But in truth, classroom instruction today is not everywhere provided in traditional, brick and mortar, school district classrooms. Montana students can and do receive instruction through correspondence, the Internet, interactive TV, off site, and on site from persons not directly employed to teach by the school district.

Not all of these alternative student instruction vehicles guarantee that the teachers of record are in fact properly licensed and endorsed. To address the obvious questions and concerns this situation raises, the board has been working with every major entity representing public education in Montana. The distance learning rule — and how that rule may impact so-called dual enrollment and dual credit — evolved out of a task force the board appointed to consider the issue and make recommendations.

The task force whose members represented the Montana university system (for which Moe works), Montana School Boards Association, Montana Rural Education Association, School Administrators of Montana, Montana Small Schools Alliance, MEA-MFT, and the board, recommended by an overwhelming majority vote that all K-12 teachers — even those teaching through alternative vehicles — must be licensed and endorsed in Montana.

Myers

Regrettably, when the board heard the recommendations of the task force, only MEA-MFT supported the proposed rule amendments. Other organizations — including the Montana university system — had apparently changed their minds or lost their voices.

Consequently, the board placed the primary operative language of its new distance learning rule in abeyance for up to two years . . . so that interested parties could further consider full ramifications of the new rule.

That process is ongoing. The task force the board originally appointed — plus new representatives from the Montana PTA and the governor's office — is still at work.

Moe and other critics of the board's distance learning rule, along with supporters thereof, will enjoy even more opportunity to discuss and possibly fashion yet another rule proposal for the board's consideration.

Supervising Montana public schools is an ever evolving process. Appropriate rules governing who shall teach through distance learning, dual enrollment, and dual credit are only part of the process.

In time, with input from all parties, the board is confident the rules it adopts will expand student educational opportunity and protect and enhance the teaching profession.

Patty Myers is chairwoman of the Montana Board of Public Education. She teaches second grade at Lewis & Clark Elementary in Great Falls.

MASSP REGION IV

November 14, 2007

RECEIVED
DEC 12 2007
BOARD OF PUBLIC EDUCATION

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

Dear Board Members:

At every turn, school leaders, teachers, and local school boards are being presented with increasing policy constraints that limit the types of learning opportunities that can be afforded students. These policies result in a "one size fits all" approach to learning. In essence, at a time when schools are being asked to provide opportunities for students and to develop the skills necessary for competitive post-secondary experiences our access to many of the resources that serve to motivate students, challenge students, and promote student learning and performance are being severely limited or denied through policy changes that do not acknowledge fully the needs of Montana's students or schools.

As school leaders, we want the best for all of our students. Changes to policy 10.55.907 DISTANCE, ONLINE, AND TECHNOLOGY DELIVERED LEARNING effective July 1, 2009, will limit distance-learning options available to Montana students and schools. Specifically, the requirement to have "technology delivered learning programs" taught or facilitated by only teachers/para educators licensed and/or endorsed in Montana fails to acknowledge the needs of Montana's students and schools. Montana is an extremely large state and the geographic and school/community demographics often result in a variety of educational partnerships. Schools in the southwest may partner with the University of Montana while schools in north central regions may build educational partnerships with Fort Peck Community College or MSU-Northern at Havre. During the summer months, several Montana schools work with both in and out-of-state migrant students with the specific purpose of credit accrual for these secondary students using a variety of learning options that may include PLATO, distance delivery courses from the University of Texas, or other legitimate learning mediums.

The foremost question is this. Should a distance, online, and technology delivered learning policy limit education options for students because those options are limited to Montana licensed or endorsed educators only? The answer should be a simple "Yes" or "No" response based on the fact that school leaders, school teachers, and school boards truly want the best for each and every student. As school leaders, we have learned that we often need to make use of every possible learning option to help some students meet with success—to graduate from high school and be in a position to select from the many post-secondary options available with confidence. The distance learning language to take effect July 1, 2009 limits our ability to work with Montana's diverse student population.

Existing language changes limit the learning options for students at a time when schools need expanded opportunities for students. Montana schools are lead by professional school leaders and professional school teachers teach students daily. Leading each District is a professional superintendent and local board entrusted under MCA 20-3-324 to "establish and maintain the instructional services" of the school. As school leaders, we again aspire to that which is best for our students and ask the Board of Public Education to adopt distance-learning language that provides access to a professor emeritus in California or Montana, or any other legitimate form of distance learning as reviewed and endorsed at the local school board level.

In closing, as school leaders we would ask all of you to consider the needs of students first and to consider that local boards, superintendents, principals and teachers at all levels will act in the best interest of students as it relates to distance learning because we are by definition their second teachers. As their second teachers and like their parents, we want that which is best. We, the M.A.S.S. P. members of **Region IV** , would ask you to discuss more fully the implications and limitations in learning that are brought about by the changes to take effect July 1, 2009.

Sincerely,

School Administrator/Date	School
11-14-07	Dawson County High School e Glendive
11-14-07	Sidney High School, Sidney
George Rider 11-14-07	Scobey Schools, Scobey
11-14-07	Circle High School, Circle
Margaret M Noble 11-14-07	Glasgow High School, Glasgow
11-14-07	Culbertson High School, Culbertson
11-14-07	Plentywood High School, Plentywood
Kim Williams 11-14-07	Wolf Point High School, Wolf Point
11-14-07	Dawson County High School

State of Montana

Board of Public Education

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

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Bozeman

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John Fuller
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Cal Gilbert
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Katie Wood, Student Rep.
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Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 16, 2007

Boulder Elementary School
Attn: Roberta Fuller
2202 32nd St W
Billings, MT 59102-1232

Dear Ms. Fuller:

On behalf of the Board of Public Education, I would like to congratulate you for achieving professional certification from the National Board for Professional Teaching Standards. Your commitment to students, learning, and the subjects you teach has not only helped advance those students who have received your instruction, but raised the standards of education as well. The hard work and dedication you have devoted is greatly appreciated by the Board and we applaud you for your success.

The Board of Public Education appreciates the example you have set in the area of professional development and that you have set a high standard for others to emulate. Thank you again for your commitment to excellence!

Sincerely,

Patty Myers

Patty Myers
Chairperson
Montana Board of Public Education

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Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 16, 2007

Lincoln McKinley Elementary School
Attn: Vicky Michels
801 4th St
Havre, MT 59501

Dear Ms. Michels:

On behalf of the Board of Public Education, I would like to congratulate you for achieving professional certification from the National Board for Professional Teaching Standards. Your commitment to students, learning, and the subjects you teach has not only helped advance those students who have received your instruction, but raised the standards of education as well. The hard work and dedication you have devoted is greatly appreciated by the Board and we applaud you for your success.

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November 16, 2007

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 16, 2007

Ponderosa Elementary School
Attn: Robin Byford
4188 King Ave E
Billings, MT 59101-5499

Dear Ms. Byford:

On behalf of the Board of Public Education, I would like to congratulate you for achieving professional certification from the National Board for Professional Teaching Standards. Your commitment to students, learning, and the subjects you teach has not only helped advance those students who have received your instruction, but raised the standards of education as well. The hard work and dedication you have devoted is greatly appreciated by the Board and we applaud you for your success.

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Sincerely,

Patty Myers

Patty Myers
Chairperson
Montana Board of Public Education

State of Montana

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Commissioner of
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Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 20, 2007

Mr. Bob Runkel
Assistant Superintendent
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620-2501

Dear Mr. Runkel:

On behalf of the Board of Public Education, I would like to congratulate you for being the recipient of the National Association of State Directors of Special Education's Heritage Award. For nearly twenty years you dedicated yourself to this state as Montana's Special Education Director, no small feat by far, and we are pleased that you have received this recognition. Your compassion and dedication to your work and the students of Montana is greatly appreciated.

By being given this award you join a long list of educators who have all demonstrated significant service and time to their career. The state of Montana is blessed to have you in its ranks, and the Board applauds you.

Sincerely,

Patty Myers

Patty Myers
Chairperson
Montana Board of Public Education

From: Meloy, Steve
To: Will, Carol;
Subject: FW: Performance Measures & LFC Tuesday
Date: Thursday, December 13, 2007 9:47:01 AM

From: Hall, Nancy [mailto:nhall@mt.gov]
Sent: Monday, December 10, 2007 11:09 AM
To: Layne, Carleen; Fishbaugh, Arlynn; Meloy, Steve; Will, Carol; King, Denise (HIS); Schmitz, Kris; Staffeldt, Darlene; Sykes, Bill; Gettel, Steve; Quinlan, Madalyn
Subject: Performance Measures & LFC Tuesday

All,
Just a quick note to let you know that the Legislative Finance Committee will be in town tomorrow (and Wednesday). There will be a Performance Measurement Overview for the whole committee at 9:15 in room 102 at the Capitol and then breakout sessions at 10:00. The Education Subcommittee with Senators Wanzenried and Schmidt will meet in Room 152 at 10:00. Following is a schedule I found on the printer. I have asked Kris Wilkinson to send me the schedule and will forward it when I get it from her.

10:00 - 11:00 - OCHE/MUS
11:00 - 11:30 - MAC and MHS
11:30 - 12:00 - MSL and BPOE
12:00 - 12:30 - MSDB (they do not plan to attend, so will probably go fast)
12:30 - 1:30 - OPI

You probably should be in attendance in the event there are question, but I will be there and Kris Wilkinson will be there, so we can answer questions. If you do not plan to have anyone in attendance, please let me know.

AGENDA
http://www.leg.mt.gov/content/publications/fiscal/lfc_agenda/lfc_agenda_dec2007.pdf

LFC reports for the meeting
http://www.leg.mt.gov/css/fiscal/lfc.asp

Let me know if you have any questions.
Nancy

From: Meloy, Steve
To: Will, Carol;
Subject: FW: December conversation
Date: Thursday, December 13, 2007 8:38:03 AM
Attachments: MSAcademy.docx

From: Stearns, Sheila
Sent: Wednesday, December 12, 2007 5:38 PM
To: Meloy, Steve
Subject: December conversation

To: Steve Meloy

From: Sheila Stearns

As per our recent conversation, I will take the lead this month on scheduling a set time for us to discuss issues of common concern, and I'll mention some topics on my mind (see below.) We noted with chagrin last week about being in the same building but practically strangers due to the layout of our offices. Let's see if this approach will ensure that we visit on a more regular basis.

Items of possible or probable interest to the Board of Public Education that I would suggest for our December conversation include, but are not limited to:

-the proposal for a math-science academy at Montana Tech (see attached from Chancellor Gilmore).

-concerns about college & university math education and teacher quality expressed by regional high school superintendent.

-outlook for the Montana Writing Assessment

-latest progress on the distance learning task force, phase 2 (also relates of course to on-line dual enrollment and the issue of licensure for college and university faculty.

-two grant proposals we are considering; I'll send you a one-page summary of each - I don't have it handy at the moment.

-latest feedback, concerns, communication needed, etc. in regard to regents' new or revised policies on proficiency standards and developmental courses at the college level.

Many of these items of course are on more official meeting agendas, such as the Board of Education, the Board of Regents, or Kindergarten to College Workgroup. But as you and I chatted about it recently, that's not enough. It just isn't quite sufficient that we see each other to discuss these matters only in rather large formal meetings. So, see you on the 18th in my office at 9:30.

I will forward this to Linda and Jan, in case any items raise questions for them as well.

S.

From: Gilmore, Frank [mailto:FGilmore@mtech.edu]
Sent: Tuesday, December 11, 2007 10:31 AM
To: Dennison, George M
Cc: Collins, Cathleen
Subject: Math and Science Academy Concept

George,

Please consider submitting this concept review for the Math and Science Academy. We need to have an indication that the BOR supports this concept in order to continue to raise private funds and to explore the issues of dual credit, etc. Thanks.

Frank

January 10, 2007

MATH AND SCIENCE ACADEMY - CONCEPTUAL REVIEW

Submitted by Montana Tech of The University of Montana

Concept: Montana Tech of The University of Montana proposes to establish a residential Math and Science Academy to allow high-achieving students to complete the last two years of high school and the first two years of college simultaneously.

Explanation: We estimate that each year between twenty and forty high school students in Montana are capable of completing a curriculum that is equivalent to the last two years of high school and the first two years of a strong math and science curriculum in college. We propose a program which would bring such high-achieving students to Montana Tech where they would complete a well-rounded curriculum including humanities, social science and behavioral science courses.

This concept has been successful at the University of North Texas and at about twenty other colleges or universities. Students completing the Montana Academy of Math and Science curriculum would be eligible to complete a bachelor's degree at Montana Tech or transfer to another campus anywhere in the nation. This program will save these gifted students two years in completing a BS degree and some costs when the costs of two years of high school and two years of college are combined. While the Academy is initially envisioned as serving Montana students, it could easily be expanded to serve the Pacific Northwest through the Western University Exchange (WUE) program that is in existence or by charging non-resident tuition.

Private funds are being sought to partially fund this program and additional funding will be requested through a budget initiative that will be brought forward through the budget processes.

Discussion: Montana Tech of The University of Montana seeks approval from the Board of Regents to explore the concept of creating a residential Math and Science Academy and to seek both private and State funding. Clear indication that the Board of Regents supports this concept in principle is critical to seeking private and other financial support.

Controversial issues associated with exploring this concept include dual high school/college credit, removal of the brightest students from high schools, possible loss of funding for high schools and construction of a residence hall to house these students.

From: Patty Myers
To: Steve Gettel;
cc: Meloy, Steve; Will, Carol;
Subject: Congratulations!
Date: Monday, December 17, 2007 7:35:41 AM

Once again, I had a wonderful evening while enjoying the company of students, friends, and staff at the MSDB. Thank you all so much for your hospitality. Thank you, also for all that you do for our students and their families.

I am looking forward to seeing the program on Wednesday morning. It is always something that my students and I look forward to. I saw clips of the EOS performance on the news and in today's Tribune. I can hardly wait.

Thanks again and congratulations to all of you from all of us on the Board of Public Education. Happy Holidays! Patty

(Please forward to MSDB folks and the BPE) Thanks--

--
Patty Myers, Chairperson
Montana Board of Public Education
899-0874c
761-0874h/f
268-6725w
pmyersbpe@bresnan.net
patty_myers@gfps.k12.mt.us

Great Falls Tribune

Articles on Montana schools

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Back

Article published Nov 25, 2007

Shrinking schools: Statewide student decline takes extra toll on rural communities

By KRISTEN CATES
Tribune Staff Writer

Bozeman school administrators plan $80 million in building projects over the next four years, while Roy's superintendent must cope with having no music program, no business classes and no home economics class to offer his students.

"I'm really a little nervous," said Dustin Sturm, superintendent, bus driver, math teacher, basketball coach and driver's education teacher for the district 36 miles northeast of Lewistown.

"Sometimes we drop a few, sometimes we get a few new faces," Storm said of his student body of 69 students. "If we'd grow to 75, I'd be tickled pink."

The odds aren't in his favor.

While public school enrollment statewide has fallen 12 percent in the last two decades, the rate of decline is at least twice as fast in the rural counties north and east of Great Falls.

Liberty County enrollment dropped 48 percent in those two decades and Judith Basin County lost one-fifth of its students.

Bozeman's school enrollment, meanwhile, grew by more than 3,000 students in that time period, to 10,657 this fall.

The loss of students has put a lot of pressure on the remaining districts, with many forced to close and others considering consolidation.

Rural residents cling to their schools for good reason. They've watched businesses close and seen town after town die once a school shuts its doors.

"There's so much identity tied to their school," said Linda McCulloch, state school superintendent. "Everybody in town goes to the football games and the band concerts."

- In 1930, towns dotted Montana's roads, giving farm and ranch families a place to socialize and buy necessities. The state had 3,572 school districts.

As the rural economy changed and towns shrunk, the number of school districts followed suit. Only 433 districts remained as of 2006.

The gap between Montana's urban and rural schools is likely to continue to expand.

Montana's population is projected to increase 33 percent by 2030, but Valley County's population is expected to drop by 20 percent, Chouteau County by 16 percent and Toole by 11 percent.

Gallatin County's population, on the other hand, is expected to increase by 86 percent and Flathead County's population is predicted to increase by 71 percent.

The only counties in this region projected to grow in population are Glacier (8 percent) and Fergus (1 percent).

According to numbers released last week by the state Office of Public Instruction, school enrollment statewide slipped from 143,816 students last year to 143,343 students this fall.

But the numbers mask the fact that two-thirds of the state's schools have declining enrollment.

The OPI counts are critical because every student is worth between $4,500 and $5,800 in state funds, which comprise as much as 70 percent of a district's budget.

"That's been the whole crux of it," McCulloch said. "Four to six students are the loss of one teacher's salary."

With 11 students graduating this spring from Stanford High School and only six predicted to enter kindergarten, school superintendent Scott Chauvet will see a $25,000 drop in his budget.

The high school has only 47 students. In three years' time, he expects that to drop to 30.

"It's spooky," he said. "It's going to hit us so fast."

It's not just the smallest districts that are losing students.

This year, enrollment dropped in Lewistown Public Schools by 39 students, which has Superintendent Charlie Brown a little perplexed.

"We just don't know what to think anymore," Brown said.

He and other administrators thought that with the opening of the meth treatment center in June and the jobs it created, more students would be sliding into desks this year.

"We had a huge jump in kindergarten and we thought, 'hey maybe we're starting to turn this thing around,' " he said.

Instead, Brown has to figure out how he can manage a $200,000 budget loss.

"We're down to where we can't cut anymore," he said. "We don't have enough librarians, counselors. We can't take any more hits."

Rural school teachers boast that they know their students, often having taught their parents. Their kids stay out of trouble and most graduate.

Educators agree that children perform better when classes stay small.

But as enrollments and budgets drop, small schools are combining classrooms, asking teachers to help 6-year-olds with basic addition, while teaching sixth graders basic algebra.

Small schools work hard to offer their students a range of classes, even if that means only three students are take physics in Big Sandy or students learn Spanish on the Internet in Dutton/Brady.

John Powell has been teaching at Dutton for the last 42 years. Classes that once had 15 students, now have three. That means less class discussion, but also more one-on-one time with students.

During one class period, Powell teaches accounting and computer applications while working with students on the school yearbook and the student newspaper.

Seniors Carissa Storle, Traci Brumwell and Cody Sheldon are the lone advanced placement biology students. A teacher supervises them as they watch experiments on the Internet.

"It's not the same as if you were really doing it," Brumwell said.

Faced with budget shortfalls, schools cut classes, with electives such as vocational sciences often being the first to go. Extracurricular activities like speech and drama also are hard to maintain.

For some districts, it's the end of the road.

The board of trustees in Craig is trying to decide what to do with its school building once it officially becomes abandoned at the end of June.

The school hadn't seen a student in three years.

In the years leading up to the decision, the school had maybe six or seven students. With only one student remaining in 2004-2005, it was time to let go.

While Craig is blossoming as a fly-fishing community, school district clerk Russel Robb said the business is seasonal and most residents are retired. Other than that, Craig is surrounded by ranch land, which hasn't produced a lot of students.

"Cows can't go to school," he said.

Inside the building, there are still desks, writing on the walls and books on shelves. Some of it can be given away or sold, Robb said. Some of the textbooks will be returned to publishers.

The biggest decision remaining for trustees is whether to turn the building into a community arts center or a home for the fire department.

Prompted by financial incentives added by the Legislature, nine school districts in northcentral Montana consolidated into three in 2005.

The North Star School District includes students from Kremlin, Gilford, Rudyard and Hingham — four towns that were previously consolidated into two schools.

When Chester and Joplin-Inverness schools consolidated, there were 270 students. That has since slipped to 241 students, said Superintendent Glen Johnson.

Over time, the numbers are even more dramatic. Johnson looks back 20 years to when Chester High alone had 175 kids. The three towns now have 55 high school students combined.

The school's funding has dropped, but the requirements by the state, the federal government and colleges accepting their students haven't.

"No matter how small our schools get, you still have to teach those math and science classes," Johnson said. "You still have to teach a foreign language. I don't know what the next generation is going to do."

Before school districts begin merging, many merge services and sports.

Having a powerhouse basketball or football team is a key to surviving, said Bob Anderson, superintendent of schools in Fort Benton.

"If you can field a six-man football team, you can keep the doors open," he said.

To cobble together a football team, former rivals such as Hobson, Moore and Judith Gap join forces.

Lewistown Public Schools provides technical support for some of the surrounding smaller communities, saving them from hiring their own computer staff.

Students from the surrounding communities also participate in advanced placement classes or band in Lewistown. Because the school district doesn't offer bus service, parents often drive students to the high school.

Knowing that the patch-like solutions won't last, Chauvet and Hobson Superintendent Wes Coy are meeting with other Class C schools in their area to talk about the next step.

"It's going to get hard to justify a $30,000 to $40,000 teacher for one or two students," Chauvet said. "(But) nobody wants to lose their identity."

"Consolidation is such a dirty word," he added. "I understand the small-town fears, but somehow — somehow — we have to start talking about it."

McCulloch said that though enrollment has declined for a long time, student numbers are expected to level off by 2011 and start climbing by 2012 or 2013.

Montana's smallest class of kindergartners — 9,899 — entered school in 2002-2003. Every year since then, that number has increased. This year, there are more than 10,500 kindergartners in the state. By 2012, those classes will be in high school.

However, that doesn't mean more students will be streaming into the classrooms in Roy, where the only two businesses are a grocery store and a gas station.

"Not here," Sturm said. "If I was in Lewistown or Havre, maybe. Who's going to move to Roy, Montana, unless they have a ranch or work at the school?"

Madalyn Quinlan, chief of staff at OPI, didn't argue that point.

When school enrollment does pick back up, most of the growth will be seen in the areas of the state where enrollment has already increased — Bozeman, Kalispell, Missoula and the Bitterroot Valley, she said.

McCulloch said a state law capping the amount of time students sit on a bus at one hour is one key factor in keeping schools open.

An elementary student can't spend more than an hour on a bus without their school work suffering and older students miss opportunities to be involved with sports, speech or get help from their teachers if they have to take a longer bus ride, she said.

With so many students living on farms and ranches miles away from any town, schools can consolidate only so much.

"We've got kids that ride the bus almost an hour to school to get (to Chester)," Johnson said. "How long would they be on the bus if they had to drive to Shelby or Havre?"

Some districts get around the cap by asking parents to drive their children to a bus stop closer to the school.

One of the longest routes in the Fort Benton district is 40 miles one way, Anderson said.

"That's not uncommon in Montana," he said.

In Geraldine and Conrad, school officials are optimistic about their latest student numbers. Superintendent

Rodney Simpson said Geraldine is up 11 students.

In Conrad, elementary enrollment is down but high school numbers are up, Lynn Utterback said.

Utterback said the district has faced its share of cutbacks. Any time a teacher retires, he looks to see if he can combine classes before he tries to hire a new teacher.

Simpson said his district doesn't get worked up about enrollment numbers.

"We're going to educate the kids we have," he said. "Our community supports our school."

Schools in some of Montana's reservations towns are holding steady, with some even seeing growth.

Construction on a new high school is under way in Browning, where enrollment has grown from 345 students in 1991 to more than 600 this fall.

Hays-Lodgepole High School Principal Norma King said the school benefits from relatively stable enrollment. The district moved the middle school students into the elementary school building last year, opening up room for the older students. The average class size went from 25 students to 15 students as a result, allowing for more personalized instruction.

The state is trying to remedy some of the budget shortfalls schools face. During the special session in 2005 to address school funding, the Legislature approved the quality educator payment, which provided schools with $2,000 per licensed educator, said Joe Lamson, who worked at OPI until recently. Now each licensed educator at a school is worth $3,036 in state funds, which will increase to $3,042 per educator in 2009.

Lamson said that payment is meant to be a cushion for some districts that fall short in enrollment. A district also can include its licensed administrative and support staff in the quality educator payment.

However without students, — and without any additional money that comes with a higher enrollment — rural districts have a much more difficult time recruiting teachers. When they do get them, it's difficult to keep them.

Sturm said it took him months to find an English teacher. A beginning teacher's salary in Roy is slightly less than $20,000 a year.

"I had one applicant and I couldn't even get her here for an interview," he said.

He finally hired a noncertified elementary teacher.

Stanford has managed to avoid making deep cuts by rolling a couple of classrooms together. Chauvet has many veteran teachers who will retire soon, but he doesn't know if he'll be able to replace many of them.

What he fears most is that families will just pick up and move as more opportunities become available to students at larger schools.

"I don't know what it's going to take to grow these small towns," he said. "You feel like the biggest pessimist in the world."

— Tribune Staff Writer Kim Skornogoski contributed to this report.

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Article published Nov 25, 2007

Among AA schools, only Butte, Great Falls see sharp decline

By KRISTEN CATES
Tribune Staff Writer

With the exception of Silver Bow and Cascade counties, the AA counties have mostly bucked the declining enrollment trend in Montana's schools over the last 20 years, according to the newest figures from the state Office of Public Instruction.

In Silver Bow County, the home of Butte's public schools, enrollment has dropped 22 percent, from 5,946 students in 1987 to 4,621 this year. Great Falls Public Schools slipped from 12,193 students to 10,451 in the last 20 years.

In Gallatin County, enrollment has increased by more than 3,000 students in 20 years, from 7,449 in 1987 to 10,657 students this year.

In Bozeman, district construction representative Gary Griffith has been busy planning $80 million in building projects. The district will build two new middle schools at a cost of $22 million, Griffith said.

Those two middle schools are expected to open next year. One will replace Chief Joseph Middle School, which Griffith said is being taken over by the expanding high school.

A high school remodeling project is expected to occur in 2010 at a cost of approximately $38 million. Another elementary school will open in 2009 at an estimated cost of $17.5 million.

Griffith said administrators believe the district will probably need another high school sometime between 2016 and 2018 and a third middle school between 2013 and 2015. That's even with a new high school scheduled to be built in the ski resort community of Big Sky.

In Flathead County, the growth around Kalispell led to the addition of Glacier High School, which opened this fall with 966 students.

Enrollment in Yellowstone County has fluctuated year to year, but has dipped slightly overall, from 21,775 students in 1987 to 21,668 this year. Lewis and Clark County has 9,403 students this year, slightly more than 20 years ago but less than the 10,203 students it had a decade ago.

Bruce Messinger, Helena schools' superintendent, said the numbers accurately reflect what has happened in town.

"We've been pretty stable in enrollment," he said. "We'll remain in this area for quite some time."

Unlike Bozeman, Helena hasn't made any new building plans in the last 20 years. In fact, the district closed two elementary schools in 1998 because of shifting enrollment.

Missoula County has stayed fairly level as well. Enrollment went from 13,042 students in 1987 to 14,431 in 1997 to 13,214 students this year.

Bryan Dunn, retired superintendent of Great Falls Public Schools, said declining enrollment wasn't something he was expected to turn around when he took the post in 1997.

His role, which has now shifted to the hands of a new administration, was to keep finances stable as the

numbers of students slipped. He said local taxpayers have picked up the cost where state money has dropped off because of the decreasing enrollment.

"The good thing is the community has supported the levy," Dunn said. "The bad news is it has passed by less percentage (each year)."

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Article published Nov 26, 2007

Big Sandy enrollment plunges

By KIM SKORNOGOSKI
Tribune Staff Writer

BIG SANDY — Walking down the high school hallway, Ed Ray stops and points at a graying picture hanging above the lockers.

"That's my father," he says.

Further down the hallway, the Big Sandy Schools superintendent spots his own picture from the Class of 1969 — the school's largest graduating class. That year, 455 students attended first through 12th grades here, a number that has dropped dramatically ever since.

In the last 20 years, enrollment plummeted from 330 to 160 students.

"The halls are a lot quieter," said administrative assistant and 1983 Big Sandy graduate Sherri Heppner. "Every year, it's a little bit quieter."

If the school had as many students now as it had in 1969, Ray estimates the district would get an additional $1.5 million annually to spend on replacing the aging elementary school playground equipment, paving the high school parking lot, buying books, raising teacher salaries and improving the libraries.

Instead, the school leans on the community to deliver the classes and activities students need and colleges want.

"We are required to offer so many courses," Ray said. "We have to fund it — regardless of whether we have one kid or 100 kids."

The school has six fewer teachers and two less administrators than it had in 1969.

Three hundred fewer students mean that instead of 19 students in physics class, there are just three conducting experiments. Teacher-coach Roy Lackner's accounting class has gone from 25 students when he started to just one this year.

Last week, Lackner met with parents to discuss playing Six-Man football instead of eight-man. When he first started coaching, he had no trouble recruiting enough players for both junior varsity and varsity 11-man teams.

Other activities limp along. Just three students are on the wrestling team. There is no longer a speech team, and the last school play was two years ago.

The school doesn't offer consumer sciences, and the art and vocational electives are limited.

With the lone foreign-language teacher retiring, Big Sandy High School began offering Spanish through the Internet this year. Students go through exercises online and mail tapes of their pronunciations to be corrected.

"It's a hard thing to learn on a computer," senior Morgan Darlington said. Chouteau County Sheriff's Deputy Juan Maso, who is a native Spanish speaker, works with the students after class.

With limited computer classes, fellow senior David Drga taught himself how to use video-editing software for a

class project about the effects of home-schooling on the district budget.

Both Darlington and Drga have parents who graduated from Big Sandy, but don't necessarily see themselves staying.

"It's kind of like a slow death with declining enrollment," said Rich Jespersen, whose youngest son graduated two years ago. "It's dying by inches."

Ray said the district has recovered some of the lost enrollment money by replacing retiring teachers with less expensive — and less experienced — personnel. Until this year, starting teachers earned $20,000 in Big Sandy, the second lowest pay in the state. Additional state dollars allowed the district to pay an additional $3,000 a year.

With so few teachers, the success of a department can often depend on just one person.

Susan Walker teaches choir and band in the high school and music in the elementary school. After 27 years at Big Sandy, retirement is on the horizon for Gaye Genereaux, who teaches physics, seventh-grade science, advanced biology, biology, chemistry and keyboarding, and is the curriculum director and coach of the school's successful Science Olympiad team.

In 2005, when the school won the state Science Olympiad, the team had 15 students. This year, Genereaux is working with six.

Smaller classes help move students through the material faster — the three-person physics class is weeks ahead of where the class was last year. Teachers know their students and know when they are struggling.

When Pam Bold began teaching sixth grade, she had 32 students. Now she teaches some of the children of her former pupils, but her class has just six students.

Earlier this month, her students sneaked into her classroom before the bell rang. They weren't there to vandalize the room or cause trouble, but rather to decorate it with signs wishing Bold a "Happy Birthday." They even knew the appropriate number of candles to put on the cake.

"I've known most of these kids since they were born," Bold said, in between razzing a student who is a Chicago Bears fan about the Green Bay Packers' latest victory.

However, for some subjects, it's downright difficult to teach classes when there are too few students. Like the sixth grade, the fourth grade has just six students, so playing softball or team sports in gym class is impossible.

And getting discussions started in government class or about a classic novel with fewer than five students is tricky.

Knowing how important the school is to the town's survival, the community pitches in to keep struggling programs alive whenever possible.

Ray said voters overwhelming supported mill levies to pay for new boilers and to buy new computers.

Donations paid for refinishing the gym floor and new, but used, bleachers. When the football team made the playoffs a few years ago, local farmers brought their tractors to clear snow off the field.

Parents volunteer as aides in elementary classes because the school can't afford to pay for them. Local artists give presentations in the high school and people with science expertise help coach the Olympiad team.

When a church or local organization needs help moving tables or setting up chairs, the high school will send over students.

As the enrollment declines, there will be fewer students to volunteer, play sports and play in the band.

Heppner recently filled out paperwork for a student to transfer to another school and for another student who decided to be home-schooled. This spring, just 21 seniors will graduate. In another three years, that number is expected to shrink to eight.

Optimism swells as class sizes begin to grow, starting with second grade. As she finishes her school lunch, Heppner watches the kindergarten class of 18 march outside for recess.

"When you watch the kindergartners file out of the cafeteria, that's huge," she said. "There goes our future."

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Article published Nov 27, 2007

Preserving a gem: Wolf Creek's three-room school squeaks by

By KRISTEN CATES
Tribune Staff Writer

At first glance, the Wolf Creek School gives the impression of one of those cozy Norman Rockwell paintings.

The three-room school sits on a hill overlooking the Missouri River canyon and has been there for more than 100 years. The school's original bell is mounted on a cement block outside the front door. And when supervising teacher Nellene Hickel orders her 15 students in grades kindergarten through sixth to say the Pledge of Allegiance, they immediately run outside.

They slap their hands to their chests and crane their necks up; as the American flag flaps against the metal pole, they recite their lines, "indivisible with liberty and justice for all."

Nearly all the kids could fit on the library couch during story time. It recalls a simpler time when most schools were one teacher and one classroom.

But Hickel quickly blots out the nostalgia.

"It's not romantic like what we think," she said. "We have to make the grade every year, otherwise we're closed."

There are drawbacks to being in a rural school setting. While Hickel's excited to have new computers in her classroom, it's still a dial-up connection. She doesn't teach music or physical education or any advanced course work. There are no after-school sports for the students. And when enrollment drops one or two students, paying the bills can be a challenge.

Hickel said the school can't afford full-time kindergarten, so the three students attend two days a week in the fall and three days a week in the spring.

Those are some of the reasons that Kim and Scott Doherty, who live on the outskirts of Wolf Creek, chose to send their three oldest kids to Cascade earlier than the seventh grade.

"I have one son who's extremely bright and he just wasn't being challenged enough," Kim Doherty said, speaking of her sixth-grade son, Chase.

Her oldest son, Levi, is in the eighth grade and likes to play sports after school. Her daughter Raegan, now a third-grader, also likes the after-school activities in Cascade.

The only drawback is that their kids are sometimes gone from home 12 hours a day.

Every weekday, the kids get up at 6 a.m. and either their parents, or their next door neighbors, take them into town to catch the 7 a.m. bus at Frenchy's Bar, which will eventually carry them into Cascade by 8:30 a.m. If they are participating in after-school activities, they might not make it home until 7 p.m.

"It seems like we never get to see them," Kim Doherty said.

There's nothing wrong with Wolf Creek's school, she's quick to say. Her kids spent time there, too.

"It's a very cozy little school," she said. "I think at the same time though, they didn't have the same

opportunities."

But Hickel and other volunteers try to give the kids at Wolf Creek School as much opportunity as they can.

One parent volunteers time in the library and on art projects. Another parent teaches physical education. A retired music teacher comes down from Great Falls once a week, and once a month, a retired librarian comes from Helena to teach library skills.

Kay Sattler has been working as a para-professional at the school for the past 16 years. And Wolf Creek is one of the remaining rural schools to have its hot lunch program still in place.

"This is a gem in public education, this school," said Dayl Taylor, a parent and school board member. "It's a fun little school."

In the main classroom, Hickel pairs older students with younger kids.

"It's been proven if students teach, they actually learn better," she said.

The last three years, the school has made adequate yearly progress.

On Tuesdays and Thursdays, when the kindergartners are in school, Sattler takes the youngsters to her classroom where they work on things like spelling and following directions.

While they do that in the morning, Hickel works with the 12 other students on everything from science to social studies to reading.

On one recent Tuesday morning, a table in the corner of her room was surrounded by students both young and old.

The vastness of what she must teach at one time is evident in her answering questions about compound fractures for an older student while she gives another student the basic rundown on pronouncing a word.

Some of the upper-level students are sitting at their desks working on reading assignments.

T.J. Hefner is the school's oldest student and the only sixth-grader.

He has been a part of this school all of his years and next year likely will attend the Cascade school.

"I like all the kids and almost everything," he said.

There are times, though, he can sense he's in a small-school setting, even though he claims to enjoy it.

"I feel like I'm cramped in a little cage," he said, but he also gets to help the kindergartners. "It's almost like you're a role model."

Taylor's husband, Mike, attended Wolf Creek school years ago, and they have a daughter in high school in Cascade who attended Wolf Creek. Another daughter, Mariah, currently is in third grade there.

In previous years, when the school would be down to six or seven students, board members would talk about facing school closure, Taylor said.

But the nearest schools to them are Helena, 30 minutes south, and Cascade, 30 minutes north. Craig school, only 10 miles upstream, already has closed.

"We're in the middle of a rural area where families come and go, (but) the whole canyon is growing," Taylor said. "I think we're in pretty good shape for the future, but you never know."

Enrollment has gone from 12 students to 13 and now 15. Taylor said it doesn't go unnoticed.

"We thought, next year's going to be wonderful — we'll be able to buy books," she said. "We luckily have always had enough to pay the teachers and pay the bills. We've managed to squeak by."

And even though Wolf Creek doesn't have an after-school cheerleading program or gifted-student program, it does have community activities.

At Halloween, the students turned the small gymnasium into a "haunted ship" and charged admission to raise money for a ski trip they want to take. Already, the students have started rehearsing for the Christmas program which Hickel said will cram approximately 150 people into their gymnasium.

Hickel said on average, she spends 10 to 12 hours a day at the school. It's certainly not the romantic image she had when she came to the school at the beginning of the year. She stayed on as a long-term substitute after the supervising teacher was diagnosed with a serious illness.

But she dotes on each of her students and knows each of their accomplishments, which she gladly brags about.

"These people get along, and if they don't there's a reason," she said. "We are really blessed."

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Article published Nov 28, 2007

Rural administrators strategize ways to keep schools alive

By KRISTEN CATES
Tribune Staff Writer

LEWISTOWN — Administrators from 10 central Montana Class C schools are fighting to keep their doors open by looking at sharing teachers, staff and administrators and implementing four-day school weeks to make up for dwindling enrollment dollars.

The school officials met here on Tuesday hoping to discover ways they can avoid consolidating or closing schools.

"We're just getting to that point," said Wes Coy, superintendent of Hobson's schools, which have a combined 118 students. "Each one of us represent a school that is absolutely important to a community."

Administrators and school board representatives from Hobson, Moore, Judith Gap, Roy, Grass Range, Denton, Stanford, Geyser, Winnett and Winifred met in Lewistown on Tuesday afternoon to discuss what is often a dreaded word in their communities — consolidation.

Scott Chauvet, superintendent of Stanford schools, with a districtwide enrollment of 114, led the meeting. He said he is trying to remove some stigma from the consolidation.

"It doesn't mean shut a school down," he said.

In this instance, it might mean Denton Superintendent Bill Phillips can work with Roy Superintendent Dustin Sturm on hiring staff.

Denton has 113 students in kindergarten through 12th grade, while Roy has 69 students.

"There's a lot of things you can do," Sturm said.

He knows firsthand. When he came to the district in 1993, there were nine students in the high school. Now there are 30, but classes have combined. In addition to combining sports with other districts, Roy also is combining specialized staff.

"We co-op a counselor and a librarian with Grass Range," Sturm said.

Students in Roy can take business courses with students in Jordan through interactive television.

Sturm said a rural school can survive if it learns to prioritize.

"You've got to figure out if you want to have home economics or shop or business," he said.

In Winnett, one of the solutions to diminishing student population and the inability to always hire staff members has been a mandatory curriculum that all students must take.

Clay Dunlap, superintendent of Winnett schools, said that students in grade seven and eight are combined as are freshmen and sophomores and juniors and seniors.

History might be taught in the combined setting one year and government the next. Ninth-and tenth-grade

students will take algebra first, then geometry.

In order to get their vocational coursework done, students rotate through different activities such as welding or iron work each quarter. Every student must take the courses.

The only electives are band and chorus.

"That's a shocking statement," Dunlap said, adding that it seems to be working. "Everybody's so busy they don't get senioritis."

In Geyser, where 80 students are enrolled, Superintendent Dale Bernard has scaled classes back to four days a week from December through February. The district will save $5,200 by having 10 days off of school — and not having to run buses and pay some certified personnel — during that period.

Most of the students are traveling around the state to various basketball tournaments during the winter months so a shorter school week was an easy decision, Bernard said.

"There was no grand reasoning behind it besides basketball," he said.

The superintendents said they are having a difficult time recruiting teachers because the districts can't pay enough, and teachers have to be able to teach a variety of subjects.

Chauvet said he had one full-time kindergarten teacher who moved to Wyoming and is making more money as a part-time reading specialist.

Although high school teachers are expected to be certified in a specific area, Sturm has recruited some teachers who are not certified and is using whatever leftover funding he can find to help them take online courses to get their certification.

Another fear is not having enough students to necessitate some positions.

Phillips said he is looking at the possibility of having no kindergartners next year.

In the short term, Phillips and Chauvet are hoping to at least consolidate some of their purchasing efforts.

Chauvet said another meeting will be scheduled early in the spring to talk about changing schedules in these rural schools so that a teacher can float from one district to another, as well as other consolidation opportunities. The discussion won't focus on closing school doors.

Even though the economy has limited the possibility of many of these small towns growing, Phillips doesn't want to be too pessimistic. He just wants to be prepared.

"We need to plan for the worst and hope for the best," he said.

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Article published Nov 29, 2007

A delicate merger: Consolidated schools face tough transitions

By KIM SKORNOGOSKI
Tribune Staff Writer

Mary Kay Rambo can't help but cry sitting in Chester's home economics classroom, surrounded by shiny sinks, new cupboards and countertops.

That's because the Joplin school where she taught for 14 years has been empty — except for a scurrying mouse — since Chester, Joplin and Inverness merged in 2005. Lockers once lining the now-dark hallways have been ripped out and sold. Sneakers haven't scuffed the glossy gym floor that Hi-Line landowners are still paying for.

"It was a wonderful place to work. It was really, really hard to see it go," she said. "We were a big family. The community supported the school and the school supported the community."

All things considered, consolidating the three schools went as smoothly as possible, officials said.

Principal Pam Graff welcomed the teachers, staff and two dozen students from Joplin and Inverness with C-J-I Hawk banners in classrooms and pins for teachers. The music teacher wrote a new school song with lyrics about harmony — "three becoming one, we'll make history."

However, even three years later, the consolidation is a bitter pill.

"When you start talking about closing a town's school down, it's almost like the death sentence for that town," Superintendent Glen Johnson said.

Encouraged by financial incentives offered by the state Legislature and backed by overwhelming voter support, nine school districts in northcentral Montana joined in 2005 to form three — Dutton/Brady, C-J-I and North Star, which is made up of students from Hingham, Rudyard, Kremlin and Gildford.

The bumpy consolidation road is about to get even more rocky.

Every high school district in the state gets about $236,000 and every elementary district gets $21,000. To ease the transition, the state gave the merged schools three years of double entitlements — one for each of the old districts.

Over the next three years, that money will be phased out. Coupled with falling funding from declining enrollment, the schools are expecting budget cuts as high as $200,000 next year.

The students had the easiest transition.

Dutton and Brady played sports together for years, and while students at the other consolidated schools competed against each other on the field, they were friends on the sidelines.

"The kids adapt pretty easily," Dutton/Brady Superintendent Tim Tharp said. "It's the parents and the grandparents who remember the good ol' days that have trouble."

Rather than watch their grandchildren wear the uniform of their former rivals, some refused to watch athletics at C-J-I.

Five Inverness families moved to Chester, where mothers and students live during the school year, while fathers run the farm or ranch. The daily commute was just too long, they say, and if they ever forgot a book or their tennis shoes, they couldn't go back.

Teachers lost their jobs, and some chose to retire early to keep the district from laying off younger teachers.

Because they played sports with students from Rudyard and Hingham, many Joplin and Inverness high school students decided to go to school at North Star, while many Kremlin and Gildford students chose to go to Havre.

In the towns that lost schools — Kremlin, Hingham, Joplin and Inverness — stores and businesses closed. Most recently, the Joplin Mart shut down.

The school bought groceries from the store for the lunch program, and parents began shopping in Chester when they picked up their children.

"It's still kind of upsetting," Joplin-Inverness graduate and current C-J-I staff member Heidi Richter said. "Joplin is like a ghost town now."

Consolidating schools is as delicate as a corporate merger.

With two sets of teachers, books, curriculums and supplies, the schools had a lot of decisions to make. New names, new signs and new letterheads were all part of the process.

The communities of Kremlin and Gildford and Hingham and Rudyard lived through consolidation in 1971 and 1980, respectively, and applied their experience when the towns formed North Star Schools.

It still wasn't easy. The new school could hire only one administrator; teachers left and retired teachers weren't replaced.

Principal Terry Grant said it was critical to keep schools in two communities, so elementary students are in Gildford and older students are in Rudyard.

A new name meant new uniforms, new school colors and a new mascot. The art teacher and a community member painted logos in the gyms and trophy cases were set up so that each school's history could be represented.

"When I listen to what other schools are going through, yes, I sure do think things are going smoothly," Grant said,

The high school in Dutton just repainted its gym floor. Tharp hopes the burgundy bands are distinctive enough from Dutton's red to satisfy Brady fans, but not upset Dutton diehards.

"We've made an effort not to obliterate old signage," he said, pointing out the Dutton Cardinal painted on the entryway wall above a rubber rug with the Dutton/Brady Diamondback.

His biggest headache, by far, is busing. With Dutton students going to Brady for middle school and Brady elementary and high school students going to Dutton, busesstop and swap students.

It's become a heated battle among school board members, as students spend more time on a bus in attempts to simplify the situation.

For C-J-I, consolidating meant closing two school buildings. A community member bought the Inverness school, hoping to turn it into a community center. It's now empty and unused.

Joplin's school was sold for parts. Other Montana schools purchased the basketball hoops, lockers, cabinets,

bleachers and library books.

In the spring, the school is planning to sell desks, couches, a piano and projectors that have been stockpiled in the gym. No one knows what will happen to the building.

In its last year of operation, J-I had four teachers, each working with three grades.

Some 20 years ago, a single class would have 19 students, but by 2005 there were just 19 children in the entire elementary program.

It took time to get over nerves and homesickness, but Joplin teacher Donna Rudolph and her second-graders came to appreciate expanded learning opportunities and new friends.

Classes only have one grade level, and students help one another learn the material. Rudolph now has a preparatory period, giving her time to work with struggling students.

C-J-I added home economics classes and a full-time art teacher.

Seeing the writing on the wall, senior Torrie Wolery transferred from Inverness to Chester two years before the consolidation. No longer having to share a teacher with another grade, she learned material more quickly. The move also made it possible for her to compete in tennis, speech and drama.

Consolidation allowed Dutton/Brady to expand its high school electives to include an agriculture mechanics class. One teacher coordinates an array of advanced placement classes that students take on the Internet.

In the North Star district, elementary classes are no longer combined. Classes such as calculus, anatomy and physics are offered every year, instead of biennially. Several computer courses and an advanced English class also were added.

The merger allowed the school to continue shop classes, home economics, jazz band and choir.

Grant is optimistic that North Star will maintain the added classes even after the school's budget drops by about $80,000 each of the next three years.

In addition to covering consolidation costs, the school used much of its second entitlement money, which totaled about $750,000 over three years, for building maintenance and technology updates.

C-J-I's superintendent said the entitlement cuts, combined with a loss of enrollment dollars, will mean at least $200,000 less in next year's budget.

"That's a pretty good hit for one year," Johnson said. "We'll have to look at programs and make sure we're getting the bang for our buck. I'm not too nervous yet — it's two or three years down the road when our enrollment continues to go down that worries me."

Johnson is looking at cutting school supplies and not replacing retiring teachers.

Dutton/Brady school faces the toughest budget dilemma — deciding to close a school.

Closing a campus would save on energy costs, simplify bus routes and enable schools to maximize staff. Tharp knows what closing a building does to a community.

"When you close a school you kill a community," he said. "Driving across the Hi-Line, I hate seeing all those beautiful school buildings boarded up. You hate to do it, but you have a tough financial decision to make."

Dutton and Brady already battled over which town would house the high school. Tharp is looking for creative

ways to move all the students into one school, but still use the other building, perhaps as an alternative school for struggling students or by using the gym for practices.

The school board will decide in January or February. Tharp said administrators can make cuts and operate both buildings for one more year — the choice is really if they want to close the school now or later.

"It's a fine balance to do what's best for the school district and what's best for the community," he said.

State School Superintendent Linda McCulloch said no schools currently have filed to consolidate. Legislators stay away from the political hot potato, leaving the decision in local voters' hands.

Enrollment continues to drop at the consolidated schools.

According to the fall count, North Star Schools has 166 students, down 22 from the first year of consolidation.

Even with the addition of 30 Hutterite students at a satellite school, Dutton/Brady has 185 students — as many as Dutton alone had a dozen years ago.

"There's people that say there's no way Power, Dutton and Brady will join schools," Tharp said. "But they said the same thing about Dutton and Brady."

The three schools already co-op to play football.

Many residents in northcentral Montana's small towns are hoping the agricultural economy will rebound. In the coming years, farmers who chose to take land out of production as part of the federal Conservation Reserve Program might be tempted by good grain prices to get back in the business.

As the county seat and with a hospital providing jobs, Chester doesn't lean as heavily on agriculture. However, the school is still seeing dramatic drops in enrollment.

This year, C-J-I has 212 students, compared with 439 from the three towns 10 years ago.

"Another consolidation? That's a possibility and a probability," Graff said.

Though students and teachers, such as Rudolph, see the benefits of their new schools, they know the communities will fight any efforts to further merge and close schools on Montana's Hi-Line.

"I don't think anybody wants to go through another consolidation any time soon," Rudolph said.

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Article published Nov 30, 2007

Athletes learn new meaning of teamwork with small-school co-ops

By GEORGE GEISE
Tribune Sports Editor

A cooperative agreement among three Phillips County high schools has paid big dividends for football fans in Malta, Saco and Whitewater.

The arrangement allowed a traditionally tough Malta Mustangs program to become even better —strong enough to win 11 district and three state Class B championships in the past 14 years.

More importantly, it's given boys from the tiny hamlets of Saco and Whitewater the opportunity to play high school football, even though their own schools are too small to sponsor a program.

But as enrollment steadily shrinks at schools across the Hi-Line and Eastern Montana, it's probable that even successful co-ops such as those operating in Phillips and Valley counties might not be enough to prevent school closures or consolidation.

"The only thing we're co-oping (now) is sports, but down the road education might be next," said David Siewing, a farmer and rancher in Phillips County, whose twin sons, Kazz and Kruiz, are standouts for the Malta Mustangs during the football season, and stars for the Saco Panthers in the basketball and track seasons.

The Siewing brothers are seniors, and their graduation will leave big holes in the sports programs at two schools.

"It's hard to know what town we would go with (Malta or Hinsdale) if consolidation comes," said David Siewing, whose ranch is 27 miles from Malta and 12 miles from Saco.

"That's probably what's going to happen next."

The shadow of school consolidation looms over many towns in northeastern Montana, Saco High School Principal Tanya Funk said.

"That's always out there as a future possibility," she said. "The idea of combining schools comes up a lot ... whether it's with Malta or Hinsdale, it depends on who you talk to."

The 70-mile stretch of U.S. Highway 2 between Malta and Glasgow is dotted with small towns — Saco is 25 miles east of Malta and another 15 miles down the road is Hinsdale.

Once fierce sports rivals when they had their own programs, Saco and Hinsdale have sponsored a co-op team in volleyball for several years, and recently gained approval from the Montana High School Association for co-op track teams for the next three years. Saco had six girls in the volleyball program this fall, which was hosted by the Panthers.

Hinsdale sends its football players to the Class B school in Glasgow, which also gets boys from Nashua.

Saco has only 28 students in high school, and Hinsdale has 31, meaning they would have a medium-sized Class C school if they consolidated now. Enrollment is declining steadily and the student count probably wouldn't be high enough in a few years to sponsor sports without more co-ops, according to officials. Phillips County has lost 27.9 percent of its enrollment during the past 20 years, and Valley County has gone down by

30.7 percent.

"Some people feel strongly it would be a short-term solution (consolidating with Hinsdale)," Funk said. "There are mixed emotions; it's a very emotional topic."

Siewing remembers a time when getting together with Hinsdale wouldn't have been popular.

"Hinsdale and Saco were big rival towns when I was in high school," he said. "But we have to look at what the options are going to be. Are kids going to have to move to that school just to play a sport? If there's one or two kids in each class, they miss out on a lot of stuff."

The Siewing twins were gifted athletes at an early age and the family knew Malta would be a good place to train them for possible college football opportunities.

"The boys wanted to go to Malta really bad four years ago, but we said 'no, you're staying in Saco,'" David Siewing said. "Football was a superior program (at Malta)."

Malta football coach and athletic director Scott King said his school, which has 201 students, has had a co-op agreement with Whitewater since 1991. Whitewater currently has 22 students. Saco joined the co-op in 1994.

This past season, three Saco boys and three Whitewater boys were among Malta's 67 athletes. The average turnout from those towns has been much higher in the past, King said.

"The average turnout for football at Malta the past 17 years has been 74 kids, with 62 from Malta," King said. "We've averaged five from Saco and seven from Whitewater during that time.

"We're all Mustangs when it comes to the locker room," King said. "We never look at a kid as if you're from Saco or Whitewater. There have been a lot of lifelong friendships developed through our co-op."

The logistics of conducting a merged program aren't simple, King said. Class schedules and travel are key issues to work out.

"One of the keys to our success has been communication," he said. "The school secretaries have had kids in our program, and they have kept the information flow going. Sometimes we've had a few more kids (from Whitewater and Saco), but it's been a tremendous situation for our county. All three schools work well together."

Funk agrees.

"From athletic directors to bus drivers to parents, it's critical to keep lines of communications open," she said.

This winter, the Saco Panthers are expected to have another good boys' basketball team. Led by the Siewing brothers, the Panthers qualified for the state Class C tournament a year ago.

"We'll have seven or eight kids come out, so we'll have enough (for a team)," David Siewing said. "But next year it's going to be tough. We'll have to start freshmen."

Saco and Hinsdale already are exploring combining their junior high basketball programs.

Even if consolidation were a popular concept — and clearly, it isn't — there are tax and funding issues to be considered, Siewing said.

"Saco has gas royalty money, and Malta and Whitewater get pretty decent money, too, but not so much in Hinsdale. Saco is right on top of a gas dome. They're drilling more and more right now," he said.

With about 1,500 residents, Malta also has had a significant loss in population in the past decade. The high

school's enrollment peaked in the 1997-98 school year with 255 students.

"The mine closing at Zortman had a dramatic effect, and just the decline in the need for people involved in agriculture," King said.

Siewing said students from Saco have transferred to Malta High School over the years for other reasons as well.

"In a lot of ways you get better opportunities for things like speech and drama. And they can find more friends," he said.

"Malta is shrinking, too," Siewing added. "What I see someday is a county school, right in Malta."

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Article published Dec 2, 2007

Area's reservation schools defy statewide enrollment decline

By KIM SKORNOGOSKI
Tribune Staff Writer

BROWNING — From their classroom doorways, teachers shout to students trudging shoulder-to-shoulder through the Browning High School hallway — "keep it moving," "keep to the right." A student lets out a long "Moooo!"

With 600 students crammed into a building built in the 1950s to accommodate 350 students, it's easy to understand why they might feel like cattle.

"We are traffic cops," U.S. history teacher Mary Jo Bremner said. "It's an everyday, every (class) period issue."

Unlike their rural neighbors, Montana's reservation schools are seeing their enrollments go up.

Students in Browning take music classes in a nook under a stairway. One second-grade class sits in desks lining the halls in front of what was an emergency exit.

"They were trying to use this boiler room as a classroom," said Les Munro, public schools facility director. "I said, no. It's too noisy. There's too much stuff in here. We just have no room."

Over the past 10 years, the school district converted libraries and cafeterias into classrooms and squeezed offices into supply closets. Modular classrooms were built over playgrounds.

All the while, the district pinched pennies — saving to construct a new building.

Rather than wait another 25 years to save enough to cover all the building costs, the district started construction in July on a 125,000-square-foot high school big enough for 750 students.

When the beautiful new building opens its doors in the fall of 2009, it will have 18 more classrooms — all of which are twice the size of the current ones — and a view of the Rocky Mountains in Glacier National Park.

It won't have a gym.

The district doesn't have the money to build more than the gymnasium walls. Even after cobbling together money from multiple funding sources, Browning still needs another $12.6 million to finish the project.

"This cry came from students, 'We can't be having classes in hallways,'" said Munro, who is supervising the project.

Bucking the trend

Statewide, school enrollment has declined 12 percent over the last 20 years.

In Montana's rural communities, where farms and ranches now require far fewer people, the drop is far more extreme. Several schools have half the students they did 10 years ago.

The population on the reservations doesn't rely on the agriculture industry like other Hi-Line communities. The availability of housing, not jobs, is bringing people back.

Rocky Boy schools has 539 students this fall, nearly 100 more than when the town opened its new high school in 1991.

Down the road in Box Elder 406 students attend classes, which is nearly twice as many as 20 years ago.

Harlem High School has 20 more students than it did a decade ago. Just 20 miles west on U.S. Highway 2, Chinook High lost 92 students in the same time span.

Harlem Superintendent Sonny Broesder said the school had a small kindergarten class this year so elementary enrollment is down. He's not fretting, though.

"We're going to remain pretty constant," he said. "Looking over the last eight to 10 years, there's just kind of a natural ebb and flow."

To relieve crowding in Hays, the district moved middle school students into the elementary school last year. The swap opened space in the high school for the alternative school and dropped the typical class size from 25 to 15, high school Principal Norma King said.

"I think the trend is that it's going to be slower (decline) for us than the Hi-Line schools," she said. "There are a lot of families moving back."

Poplar District Superintendent Charles Cook said the high school has one less student than last year, and the elementary lost 35 students.

"We are declining some, not to the degree of some of the other schools," he said.

Many of the people returning are retired and don't have children in the school system, but based on the number of kids in Head Start, Cook expects enrollment to stay level.

Browning has a problem that other schools envy — too many students.

"I don't think Browning will be one of those rural towns that dry up and blow away," Superintendent Mary Johnson said. "It's part of our culture to come back or try to stay here. This is home."

Browning's elementary enrollment peaked with 1,637 students in the 1994-95 school year, and is around 1,200 students this year.

Johnson suspects the drop in students is because many parents seeking smaller class-sizes are sending their children to private or smaller neighboring schools in Babb, Heart Butte or Valier.

There are fewer options for high schoolers, so enrollment at Browning High School hovers around 600 students, up almost 100 from 10 years ago.

High school Principal Janet Guardipee said that as many as 34 students cram into a classroom. Though science classes require more teacher supervision and student interaction, they average 25 to 30 students.

"It's just hard to work with that many people," senior Stephanie Show said. "You don't get enough one-on-one time with your teacher."

The school has chosen to spend money to add classrooms, rather than teachers, which would lower the number of students per class. Even with those efforts, a math teacher has to classroom hop, hauling a suitcase of materials from room to room.

"It's a Catch-22," Johnson said. "How can you add more staff if you don't have room for them?"

Last year, students were heating glass tubes in a chemistry class when a girl suffered minor burns — an injury that could have been prevented if classes were smaller so teachers had fewer students to work with, Vice Principal Leonard Guardipee said.

When students switch classes, teachers head to the hallways to encourage kids to not clog traffic.

Bremner said that with so little room, students can't cross the hallway to reach their lockers. Many carry their backpacks instead, further cramming the hallways, and causing more bumping, pushing and sometimes fighting.

An intersection of hallways that connects the oldest part of the high school with a wing of science labs, art and home economics rooms and computer labs is known as Malfunction Junction.

Students have five minutes to get to their lockers and their next class, but because of problems with tardiness the school now rings a warning bell, giving students notice to get moving.

In the winter, students have to quickly grab their coats to go to several classes that are held in detached modular buildings.

The district built a new vo-tech building across the street after the auto shop was overrun by varmints and was condemned.

Classrooms built for a dozen students squeeze in 30. Some music classes are taught out of the wrestling room. An athletic training elective is housed in an English class.

Lunches are taken in two shifts in the cafeteria — but it fits only 200 people so students spill into the gym.

"Every classroom is being used, every period," Janet Guardipee said.

Browning's five schools sit together in the center of town. In order to expand the district at the current site, it would have to close streets and tear down houses.

The road in front of the school already is blocked when classes let out for the day and 1,500 students stream out onto buses.

In 2003, a former school receptionist sold 320 acres just west of Browning to the school district. The long-term plan is to build a junior high and elementary school on the land next to the high school.

Opening the new high school will allow the three elementary schools, where crowding is even more severe, to expand into the old high school.

Surrounded by shelves of paper and pens, K.W. Bergan Elementary Principal Chuck Pilling wedged his desk into the supply closet. His office was moved from the furnace room to make room for the teacher's lounge.

The school got permission from the state to block an emergency exit, so tiny tables sit snuggly against hallway walls to create a math lab.

File cabinets divide the library into three sections, each of which is used for reading workshops. Other reading tables are set up in the gym, but both make-shift areas have noise problems.

With storage space filled with offices and classrooms, tables, old computers, chairs and giant rolls of paper spill into hallways and block fire exits.

Vina Chattin Elementary Principal Wilma Mad Plume winces, embarrassed that the school put a custodial closet under one set of stairs and a music room under the other.

All eight of her second-grade classrooms are maxed out at 30 students.

"We really need to downsize, but we have no room," she said.

Just as Great Falls' schools received $1.1 million last year for children of Malmstrom Air Force Base personnel, Montana's reservation schools get federal money to make up for untaxable trust land.

For Browning's schools, that averages about $2 million for the high school and another $6 million for the elementary schools each year.

In 1997, the school board started setting aside 15 percent of that money to pay for building expansions, maintenance and constructing a new high school.

After a decade, the school district had saved $10 million for the $34.5 million high school. With construction costs climbing, the district went forward.

By selling the current high school to the elementary schools, the district was able to tap into funds pigeonholed for the elementary schools to help pay for the project.

Future federal impact money also became available after the Legislature changed the law to allow reservations to pay off construction bonds using the funds.

Maxing out those bonds, the district cobbled together another $8.3 million. Landowners also agreed to a mill levy that will generate another $3 million by raising taxes $13 a year on a $50,000 home.

Despite all its financial finagling, the district still can't cover $2.65 million in contracts for contracts for kitchen equipment, utilities, a turning lane off U.S. Highway 89, sidewalks and sod, a heating system and furniture.

Agencies are pitching in to come up with the needed millions of dollars.

The Montana Department of Transportation is providing manpower and equipment for the turning lane. The tribe and Bureau of Indian Affairs is helping with sewer and water easements as well as gravel for roadways.

The town of Browning agreed to maintain 2.5 miles of sewer line, and Glacier County's road department is crushing needed gravel.

Rather than scale back plans, parts of the school will remain unbuilt or empty until the district can come up with $10 million in grants or donations.

The strategy worked for Flathead County's new Glacier High School. Community members came forward with donations to cover the extra costs. But Browning's per capita income is less than half of Flathead County's.

Classroom space is top priority, so projects such as a 9,600-square-foot vocational education building, a $4 million cultural and performing arts center and a $1.6 million track and football, softball and soccer field were put on hold.

In a controversial move, the gymnasium will be an empty shell.

Eventually, it will house 3,500 seats — enough to draw basketball tournaments and generate money, but another $2 million is needed to pay for the floor, bleachers, visiting locker rooms, weight room and bathrooms.

Until the gym and vo-tech buildings are complete, students will be bused five miles to the old school for physical education and other classes.

Monroe and longtime school board member Robert "Smokey" Rides at the Door hope their positions on national

education boards will help Browning's projects rise to the top when the district applies for $14 million in competitive grants available to the country's 600 Indian school districts.

To get the project done by June 2009, contractors will work through winter. Contractor Derek Swank hopes to have most of the building enclosed by spring.

On most days, a crew of roughly 50 mostly local people work on the school. Once framing, wiring and roofing is underway, the work force will hit 100.

The walls will be burnish block, not Sheetrock, reducing maintenance and heating costs.

A $250,000 grant is partially paying for a biomass heating system that uses chip wood. Timothy Peterson, an architect with L'Heureux Page Werner, is working with wind turbine companies to provide 50 percent of the utility costs.

The design reflects the Native American culture. Walls are painted in earth tones and floor tiles will be patterned in traditional symbols.

Like a tepee, the entry faces east. Triangles near the roof mimic open tepee flaps and peaks in the roof are similar to those of a medicine lodge.

Native bushes and trees are incorporated into the landscape. Acres of wetlands will remain untouched to incorporate into science class studies, even after the elementary and middle schools and sports complex are added.

Natural light will pour through walls of windows, allowing students to peer out of the library at the Rocky Mountain's purple peaks.

"Hopefully the building itself is going to help with test scores," Munro said. "We want to make it a building where kids want to be in it."

The idea isn't unrealistic. Since constructing its new building, Babb is the only school on the Blackfeet Indian Reservation to make adequate yearly progress.

"This is a dream come true," Munro said. "It's a huge project. The school board removed the word 'can't' from their vocabulary. We had to do it. We had to do it."

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Article published Dec 3, 2007

Montana's support of rural schools lags behind neighbors

By KRISTEN CATES
Tribune Staff Writer

Tim Tharp doesn't have to read the paper to know who had a baby in Teton County.

The Dutton/Brady superintendent pays close attention, knowing the happy event for one family also is a fortunate one for the shrinking school district. The student population is the basis for the amount of money the district receives from the state.

"We don't have many babies being born around here," he said. "It just takes one family to make a big impact on us."

A member of Montana's Rural Education Association board, Tharp is frustrated watching state legislators bicker over funding formulas that favor large schools, adding as little money as possible to satisfy a lawsuit that determined the state was not paying enough for education.

If Tharp were in Wyoming, South Dakota, North Dakota or Idaho, being a small, rural school wouldn't be as tough.

Most of the states surrounding Montana have funding formulas in place that put a little extra money into the pockets of small school districts.

State Superintendent Linda McCulloch said Montana doesn't have a small-school adjustment, but the Legislature made several funding tweaks to address the issue during a 2005 special session.

One way to even the field for small schools was creating basic entitlements. Every high school district — no matter the size — gets $236,552. A middle school district receives $60,275 from the state and an elementary district gets $21,290.

The state also adds funds for at-risk students, including Native Americans or those whose families are considered low-income.

A district also receives state money for Indian Education for All, but that must be spent directly on Indian education. McCulloch said there is some flexibility to what the other monies can be used for.

"Those are pretty broad things," she said.

The Legislature also added to school funding by giving schools $2,000 for each certified teacher it employs. The 2007 Legislature bumped that up to $3,036, which also covers any administrative staff or licensed professionals in a school, according to Joe Lamson, former OPI communications director.

"It's not the formula, but how much money you put into the formula," he said.

In Montana, an elementary student is worth $4,579 in state funding and high school students each are worth $5,861 to start with. The value depreciates by 20 cents or 50 cents, respectively, for each additional student in a district up to 1,000 students in an elementary school and 800 students in a high school. The funding is capped at the lowest rate, McCulloch said.Earlier this year, the Legislature appropriated $704,813,706 for Montana's schools.

"I think we've done a pretty good job the past two sessions," McCulloch said. "But we're not there yet."

A student in Wyoming is valued at roughly $13,000 in state funds.

"We're pretty proud of that," said Tim Lockwood, spokesman for the Wyoming Department of Education.

Enrollment has declined in Wyoming for the last 10 years, but with the infusion of coal dollars into the schools, funding is up — way up.

Wyoming's Legislature appropriated $1.1 billion for schools this year.

Matt Wilmarth, school foundation program specialist for Wyoming, said that enrollment is the biggest factor in determining the amount of money individual school districts receive. However, those amounts are adjusted for smaller schools.

Some schools are given additional funding for every seven students in the form of an assistant principal's salary or a teacher's salary.

Enrollment in South Dakota has declined in the past five years from 124,998 students to 120,278 students. That state's government reimburses districts $4,528 per student.

Its state Legislature passed a law this year requiring school districts with less than 100 students to consolidate within two years, said Mary Stadick Smith, spokeswoman for the South Dakota Department of Education.

"We have two important mechanisms in place to assist these districts," Stadick Smith said.

One is a small school adjustment that provides additional funding of up to $858 per student on a sliding scale for districts with less than 600 students.

The other reimbursement is based on how big of an area a school is drawing its students from.

Idaho is seeing an increase in enrollment statewide, but unlike Montana's larger school districts, Boise is seeing declines as families migrate to suburban areas, said Melissa McGrath, spokeswoman for the Idaho Department of Education.

There is a small school adjustment in Idaho that addresses the specific needs of rural schools.

North Dakota starts with a flat rate of $3,200 per student, but then makes adjustments based on school size.

If there are more than 900 students in a school district, it gets the $3,200. If the population of a district sits between 185 or 900 students, the payment can increase by up to 25 percent. If a district has less than 185 students, an additional 25 percent payment is added for each student.

"It helps, but it's not a cure," said Jerry Coleman, assistant director of school finance and organization with the North Dakota Department of Public Instruction.

In the past 15 years, North Dakota has seen a decline in the number of students attending schools at a rate of 1 to 2 percent each year.

"It's going to continue, too," Coleman said.

What rural schools in Montana are hoping for is more money — or at least more attention to the drastic measures rural schools are having to take to stay afloat.

Stanford Superintendent Scott Chauvet hopes the Legislature will lift some of the rules guiding funding into

maintenance or specific programs to allow small districts more flexibility to prioritize their students' needs.

Yvette Majerus, the Moore school superintendent, said recruiting teachers to rural communities is tough and the schools often settle for teachers who aren't certified, and therefore don't get the state bonus. Even with the bonus, starting pay in small schools is comparatively low, making it difficult for students to pay back student loans.

"We have qualified people out there," Majerus said. "The state has to look at how they do certification or loan forgiveness."

The Legislature's Interim Committee on Education and Local Government is beginning to examine how to change funding so that rural schools get their fair share of the pie.

Sens. Kim Gillan, D-Billings; Sam Kitzenberg, D, Glasgow; and Dave Lewis, R-Helena; are working on a bipartisan plan e similar to how Oregon funds it schools through a "weighted" program that gives additional dollars to smaller schools, said Casey Barrs, staff liaison for the Legislative Services Division.

Tharp said the answer to school funding problems is actually a question.

"Do you want your school to be adequate or do you want it to be excellent?"

Reporter Kim Skornogoski contributed to this story.

Great Falls Tribune

Editorials on Dual Enrollment

Dual-credit classes work; we should keep it that way

By MARY MOE

Last year, 258 slots in our classes at MSU-Great Falls were taken by high school students seeking high school and college credit for the same course.

High school seniors came to our campus in the afternoons to complete the first semester of our auto body program. High school teachers taught college courses as our adjunct faculty at their high schools. When a high school Advanced Placement course and one of our courses were equivalent, we offered students the option of transcripting the course with us so that their grade in the course, rather than their score on the AP exam, ensured college credit.

Of those 258 slots, 125 were filled by students pursuing dual credit online. We're proud of our Dual Credit Online option. It's the learning environment of the future and, without it, only kids in one of Montana's "college towns" could reap the benefits of dual credit.

Last year high school students from 10 Montana communities outside Great Falls — communities such as Roy, Belt, and Valier — got those benefits too.

All our dual-credit students paid one-third the usual tuition — the collective scholarship equivalent of nearly $70,000. Saved money is the first of many benefits dual credit will give them. Research shows that high school students with dual enrollment credits are more likely to go to college, more likely to complete a degree, and more likely to do so in less time and with less debt.

All those benefits (and more) are at risk now.

Last May, the Board of Public Education adopted changes to its requirements for distance-delivered courses that will virtually eliminate dual-credit opportunities in all but the few Montana communities with a college nearby. Particularly disadvantaged will be the Class B and C high schools without enrollments sufficient to justify a locally delivered dual-credit class.

What are the problematic changes? At present, the board requires a K-12 certified teacher as an on-site facilitator for online courses. We at MSU-Great Falls think that's great. But the new rules would require that all online courses be either taught or "facilitated" by faculty certified at the high school level to teach the course themselves. Otherwise, the course won't meet high school graduation requirements.

For a high school course delivered by an out-of-state provider, that might make sense. But for a dual-credit course delivered by a college teacher in Montana? It's nonsense. Here's why:

A dual-credit course is a college course. It should be taught by a college teacher.

Whether a college course meets high school graduation requirements should be determined by the local school district, applying the same criteria districts use to evaluate correspondence courses, home school courses, and out-of-state courses. They may say no for any number of reasons, but it's their call.

In the best-case scenario, a dual-credit student joins a class of college students. Like the college students, the dual-credit student should expect to experience the college environment and to perform at the college level.

Requiring K-12 licensure implies that dual-credit instruction should be modified to simulate the high school environment. Such modifications fundamentally change the nature of the course, not only for the high school student but also for the college students who comprise the majority of the class.

Many college courses offered online don't have equivalent endorsements at the K-12 level. Montana has no specific K-12 endorsements for college disciplines such as interior design, medical transcription, and countless others.

Introductory courses in psychology and sociology are commonly required in college, which is why we offer them for dual credit online. Most school districts don't hire faculty endorsed in disciplines like psychology and sociology because those courses aren't required in high school.

If smaller Montana school districts had the numbers of students and the credentials in faculty to offer dual-credit courses themselves, they'd be doing it now.

All this we told the Board of Public Education in May. We asked the board to exempt Montana college courses from a rule that is really meant to ensure appropriate instruction in K-12 courses offered online by out-of-state entrepreneurs.

We failed. The Board of Public Education adopted the changes that would kill Dual Credit Online. With it dies the access to dual credit that 70-125 high school kids currently enjoy every year and hundreds more could enjoy if the K-12 and college sectors joined hands in mutual respect and with a common purpose.

The Board of Public Education acted in what its members believed were the best interests of kids. But kids' best interests get lost in the maze of interests guiding dual-credit policy in Montana.

(**TOMORROW**:*A walk through that maze of interests.)*

Mary Moe is dean at Montana State University-Great Falls College of Technology.

STORYCHAT Post a Comment View All Comments

Comments by: **SuperBeeLover** Posted: Tue Nov 13, 2007 1:44 am
I once submitted an editorial letter. It had nothing to do with the present subject matter. However, I was informed that my letter could not be printed because it contained more than 250 words.

The recent letter from the Dean of MSU-COT Great Falls contained 758 words. Do I have to be a Dean or President of a college to be heard? Do you seriously base your veiled censorship on a word limit? Or...is your censorship based on one's standing in Great Fall's or Montana's society?

I have read many letters in the editorial columns that have violated your "word limitation rule," and the worst part was the subject matter was usually idiotic! Just out of simple curiosity, do you seriously enforce this rule or do you simply censor letters you do not wish to print using this rule as an excuse?

To make another important point, as it stands, I feel the Tribune, especially locally, has a tendency to follow the most mundane stories, as opposed to what may be considered the outrageous, with the only exceptions being the opportunity to destroy people's lives and careers by printing stories fed to the Trib by law enforcement without further investigation of all the facts.
(Personal comment: If you only knew the truth behind half of your 'drug bust' stories.)

Do you want to truly investigate something of interest? The Dean of MSU-COT of Great Falls defended the importance of their online programs. Online programs have become extremely popular nationwide. Why don't you do some real investigative reporting and find out why the president of the University of Great Falls wants to slowly and secretly eliminate these same programs at UGF? Although he would never admit it publicly, he does consider the people of Montana, especially those in outlying areas, as "ignorant hicks." After all, he is not from Montana and doesn't want to attract students from Montana. He'd rather have students come from out-of-state.

(**Just to give you a hint, try NOT talking to him... try talking to the students who depend on the Distance Learning program and maybe some of the staff members of UGF.**)

REAL reporting involves digging UNDER the surface...not taking the word of a liar as fact. If the Trib wants a few more stories of real interest...TRUE, CHALLENGING stories that require real investigative reporters...feel free to contact me. Otherwise, stick to what you know... the mundane and the one-sided. ☺

Comments by: **jgoerke** Posted: Mon Nov 12, 2007 7:07 pm
Common sense: If the small schools have a teacher that is certified to teach microbiology, sociology, etc, WHY WOULD STUDENTS NEED TO TAKE THEM ONLINE?!? Fact is, our small schools don't have people certified in classes that aren't required. This new rule hurts our students more than I could even express in mere words.

Comments by: **timtharp** Posted: Mon Nov 12, 2007 9:50 am
Many school administrators from schools large and small spoke up when the Board of Public Education created this rule last year, but our comments fell on deaf ears. The Board of Public Education is a political appointment which governs the rules by which our schools are run. They operate outside of the Legislature and the Office of Public Instruction.

In this area, I'm sure they did what they thought was best; but in reality they hurt students in Montana's smallest schools.

Please continue to follow this situation and contact Dr. Moe or your local high school administrator for more details.

Originally published November 12, 2007

Dual-credit 'lines in the sand' create a maze for students

Second of two columns By MARY SHEEHY MOE

You've seen the headlines: "College Prices Up Again." "Student Borrowing Increases."

You've lived the story: You've gone into debt — or watched your kids go into debt — financing a college education.

What can Montana do to mitigate college debt? One answer is to create a statewide framework for "dual credit" that gets motivated students started on college while they're in high school for little or no tuition.

States with good dual-credit frameworks save their citizens millions on tuition and maximize the potential of their most precious resource: their young people.

So where is Montana with respect to dual-credit policy? In a maze.

For the past five years, three different tasks forces, with representatives from higher education and K-12 sectors, have tried to craft a sensible dual-credit framework in Montana. Each time the same lines get drawn in the sand.

The higher education leaders insist that because the course is a college course, the teacher must have at least a master's degree in the discipline. They ignore these inconvenient truths:

- Undergraduate college courses are often taught by graduate students who haven't completed a master's degree and have no teaching experience.
- Advanced Placement courses are sometimes taught by very fine high school teachers who don't have master's degrees. Their students still pass the AP exam and earn college credit.

For their part, the K-12 leaders declare the following provisions "non-negotiable":

- *Every* dual-credit course must be taught by a K-12 certified teacher *unless*the course is taught on the college campus.
- Even if it's taught on the college campus, the college course cannot duplicate a course in the high school's curriculum.
- The virtual campus online doesn't qualify for the "on campus" exception.

Lines in the sand don't open doors to dual credit (or anything else). After months of yammering, the work of each task force has died a-borning. The result? Walk with these hypothetical high school students through the maze of Montana's current dual-credit rules:

Joe can take machining at the local college for dual credit, but if he takes welding there, he won't get high school credit, because his high school offers welding.

Mia can take German at the local college for dual credit. However, the commute will make her miss half of the high school class before and after the German class. If the college faculty commutes to Mia's high school for students' convenience, the students can't get high school credit.

Chloe takes an Advanced Placement English course from a high school teacher who has successfully prepared countless students for an exam that gets them college credit. However, because the AP teacher doesn't have a master's degree, Chloe can't just skip the test and transcript her AP English course for dual credit.

Josh can take a correspondence course to satisfy the high school requirement for American Government, but he can't take American Government at the local college to satisfy it.

If Jenny comes to the MSU-Great Falls campus to take medical transcription, it will count toward her graduation requirements because her school doesn't offer medical transcription. If she takes a medical transcription course as a home-schooled student or an out-of-state student before enrolling in the high school, it will count too. But if she takes the course from us online, it won't count ... unless her high school assigns a "facilitator" for the course with a Montana K-12 endorsement in the discipline. (Montana has no medical transcription endorsement.)

Paul loves music. If he takes biology next year, he'll have to drop orchestra because the two classes are offered at the same time. He could take biology at the local college at night, but it won't fulfill graduation requirements because his high school already offers biology. Bye-bye, music.

If Ellen lived in Great Falls, she could come to our campus to take sociology for dual credit. However, Ellen lives in Hobson. The same teacher offers the same course online, but if the course is online, the teacher isn't deemed qualified to teach it for dual credit.

If Molly takes the high school's spreadsheets course, taught by a high school teacher, she can get both high school and college "Tech Prep" credit. But if Molly takes the same course from the same teacher in a college classroom, she'll only get college credit.

Dizzy yet? This labyrinth is far from the sensible, student-centered framework good public policy requires. It's goofy, turf-centered, and student-be-damned. It's also a crying shame.

The shame is ours as educators for failing Montana kids this way.

But the crying should be reserved for kids alone. Their losses justify tears: broader curriculum choices, discovering they're "college material," reduced tuition, shorter time

to degree, lower or no debt, more scholarships, greater academic engagement, greater likelihood of degree completion and much greater likelihood of completing an advanced degree.

A crying shame.

Mary Sheehy Moe is dean at Montana State University-Great Falls College of Technology.

Originally published November 13, 2007

Great Falls COT Dean Mary Moe has recently authored two provocative guest editorials pertaining to distance learning, dual enrollment, and dual credit in Montana.

Moe's points of view are well argued but not necessarily persuasive.

The Montana Board of Public Education is constitutionally empowered to "exercise general supervision" of Montana k-12 public schools. State statutes specifically outline the board's duties.

Among these duties are the consideration and adoption of standards of school accreditation and teacher licensure.

The board, whose seven members are appointed by the governor, takes its constitutional and statutory authority seriously. In this regard, when the board believes there is an issue of major concern to public schools, teachers, and the students they serve, the board provides huge amounts of opportunity for all interested parties to state their points of view.

In recent years, the issue of who shall teach our children has dominated board discussions and action. For years, the board has required that teachers be properly licensed and endorsed in the classroom instruction they provide. The board believes licensure and endorsement define the teaching profession and are critical to quality public schools. Students, tax payers, politicians, and the public at large deserve nothing less than unambiguous assurance that public school teachers meet state standards. Why would anyone argue for less?

But in truth, classroom instruction today is not everywhere provided in traditional, brick and mortar, school district classrooms. Montana students can and do receive instruction through correspondence, the internet, interactive TV, off site, and on site from persons not directly employed to teach by the school district. Not all of these alternative student instruction vehicles guarantee that the teachers of record are in fact properly licensed and endorsed.

To address the obvious questions and concerns this situation raises, the board has been working with every major entity representing public education in Montana.

The distance learning rule - and how that rule may impact so-called dual enrollment and dual credit - evolved out of a task force the board appointed to consider the issue and make recommendations. The task force whose members represented the Montana University

System (for which Moe works), Montana School Boards Association, Montana Rural Education Association, School Administrators of Montana, Montana Small Schools Alliance, MEA-MFT, and the board, recommended by an overwhelming majority vote that all k-12 teachers - even those teaching through alternative vehicles - must be licensed and endorsed in Montana.

Regrettably, when the board heard the recommendations of the task force, only MEA-MFT supported the proposed rule amendments. Other organizations - including the Montana University System - had apparently changed their minds or lost their voices.

Consequently, the board placed the primary operative language of its new distance learning rule in abeyance for up to two years . . . so that interested parties could further consider full ramifications of the new rule.

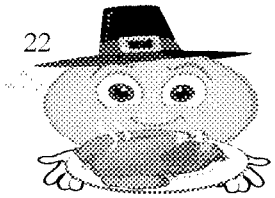
That process is ongoing. The task force the board originally appointed - plus new representatives from the Montana PTA and the governor's office - is still at work. Moe and other critics of the board's distance learning rule, along with supporters thereof, will enjoy even more opportunity to discuss and possibly fashion yet another rule proposal for the board's consideration.

Supervising Montana public schools is an ever evolving process. Appropriate rules governing who shall teach through distance learning, dual enrollment, and dual credit are only part of the process. In time, with input from all parties, the board is confident the rules it adopts will expand student educational opportunity and protect and enhance the teaching profession.

Patty Myers, Chair

Montana Board of Public Education

November 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5	6	Chapter 57 Review Committee Helena Carroll College **Pete**	8	9	10
				BPE Meeting - Helena - Capital High School		
11	12	13	14	15	16	**GO MSU BOBCATS and UM GRIZZLIES! See you in Bozeman!**
			BOR - Bozeman Montana State University - **Kirk and Steve**			
18	19	20	21	22 	23	24
25	26 Accreditation Planning Mtg - Havre - MSU Northern - **Pete**	27	28	29 8:30 Conf. Call Safety for Children **Angela, Pete, Steve, Carol**	30	Notes:
	MCDE 2:30-4:00 Conference Call **Pete**	MSDB Strategic Planning Mtg - Helena - Gov Office 2 pm - **Steve and Steve**				

December 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			Dec. 5 MSDB Mtg w/ Bridget Butler Legislative Audit Division - Great Falls **Patty**			1
2	3	4	5 Critical Quality Educator Shortage Helena - OPI - 9:30 **Pete**	6	7 3:30 Conference Call - Prepare for 12/13-14/07 meetings-**Steve, Patty, Kirk**	8
9	10 1:30 Conference Call with Council of	11 Chapter 57 mtg Carroll College Helena 10-3 - **Pete** Legislative Finance Committee - State Capitol Rm 102 - 9:00 **Steve**	12 OCHE Deputy Search Committee 9-12 - **Steve**	13 NASDTEC Mobility Study - Maryland **Pete** Joint K-12 and PEPB Subcommittee - College Preparedness & Remedial Courses Helena - **Steve, Kirk, Patty**	14 **Steve/Kirk/Patty** Full Educational Government Interim Committee on Distance Learning	15
16 MSDB Holiday Dinner - Great Falls **Patty**	17	18	19	20	21 MSDB Holiday Program - Great Falls **Patty**	22
23	24	25	26	27	28	29
30	31	Notes:				

January 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2	3 MSDB Committee Mtg**Patty,Cal,John Steve** 3:30 2:30 Meeting with **Steve and Sheila Stearns**	4	5
6	7	8	9	10 BOE Mtg State Capitol Rm 317 BPE Meeting State Capitol - Helena Western States Certification Conference Palm Springs, CA - **Pete, Judie, Melodee**	11	12
13	14	DLTF Phase II Helena- **Kirk, Storrs, Steve, Pete**	16	17 CSPAC - Helena **Pete, Steve**	18	19
20	21 MSDB Foundation Mtg- Great Falls **Patty**	22	23	24 NASDTEC Southern Region Conference - Nashville, TN - **Pete** BPE Hearing for Case # 2007-702 OCHE Conference Room - **Carol** NASBE Govt. Affairs Committee - DC - **Kirk**		
27	28	29	30	31 K-12 Workgroup 1:00 Helena **Steve** Higher Education Consortium Kansas City - **Pete**	Notes:	

Executive Secretary's Report
Thursday, January 10, 2008

By: Steve Meloy/ Executive Secretary
This past 40 days has seen a significant interest in the Board's work from the legislature and its interim committees. The Legislative Finance Committee invited the Board to its December interim committee to discuss the proposed goal and performance measure to be evaluated on an ongoing basis between now and the '09 session. The subcommittee with which we work consists of Senator Wanzenreid and Senator Schmidt. Our goal includes our work around setting standards by rule. The Education and Local Government Committee invited us into a discussion with our partners from OCHE about college preparedness and how to reduce remediation rates on campus. Additionally, I testified before the same committee on the progress we are making surrounding our distance learning work with phase II of the Distance Learning Task Force. Kirk and Patty have attended two meetings of this committee's subcommittee entitled K-12. Kirk and I attended the November meeting of the Board of Regents to discuss various collaborative projects. We are coordinating the efforts of Phase II of the distance learning work which has proven to be challenging given the busy schedules of the many participants. The first meeting happened on October 25th and we will report our progress at January 15, 2008 Distance Learning Task Force meeting. Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our school districts. The new curriculum specialists will be involved with assessment and that should be helpful even though recruiting for these positions has been difficult. The K-College workgroup will meet again January 31, 2008 and a progress report will be delivered at the March 2008 meeting. The CSPAC crew continues working with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57. We met with the Legislative Fiscal Division on Goals and Objectives for the Board as well as the Interim Committee on Education and Local Government. The Legislative Audit has begun a performance audit of MSDB and has indicated that it will be taking a look at our internal control policies. We continue to work with our attorney and outside legal counsel in the processing of revocations brought before the Board.

Board work continues to include but is not limited to: Work with the Interim Committee on Legislative Finance; designing performance measures to the satisfaction of the LFD; implementing various pieces of global legislation from the '07 session; determine future assessments to inform instruction; review of Chapter 57; K-College Workgroup; Distance Learning Task Force Phase I follow-up and Phase II; dual enrollment/credit work; Counsellorship Initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; Interim Committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process; PEPPS Review Advisory Panel; BPE five-year plan; involvement with planning for NASBE annual meeting; monitoring of the writing assessment Consortia Project; the writing implementation committee work; monitoring

the Indian Education For All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; Performance-based budgeting proposals and preparation of a template for the 2009 session; work on project to implement the teacher loan repayment plan found in SB 2; work on issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant follow-up on student leadership; special meetings of the BPE; strategy development for the 2009 Legislative Session; license discipline processes particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

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

- Continued work with LSD on fiscal responsibility processes for SB 152.
- Worked with Anneliese on continuous modifications to our website.
- Continued contract work with a legal agency services.
- Monitoring work of performance audit at MSDB.
- Ongoing work with the state's broadband system and our policies.
- Monitoring contract with an administrative law judge.
- Work in progress on completing performance evaluation documents for employees.
- Prep for January K-College Workgroup meeting.
- Continued discussions with Commissioner on office prospects for the future.
- Process of work with revocation recommendations from OPI.
- Completed draft of strategic plan for coming fiscal year.
- Invited NASBE Executive Director to Board's planned strategic planning.
- Drafted minutes for National Board Executive's October meeting.
- Testified before Education and Local Government Committee.
- Worked on 2008 agenda for the National Association of Educational Executives.
- Attended meeting of K-12 Subcommittee of the Interim Committee.
- Worked with budget office on goals and objectives.
- Gave presentations to two legislative interim committees.
- Worked with LFD on their request for strategic plans from all agencies.
- Continued work with OPI on planning Distance Learning Task Force Phase II.
- Met with Governor's Office on MSDB staffing concerns.
- Continued attendance of working group on the SB 2 implementation.
- Attended November meeting of the Board of Regents.
- Reviewed Chair's response to Tribune articles on Distance Learning.
- Visited with Commissioner's office regarding new Ed Leadership program.
- Worked with Angela regarding future meeting on "School Safety" awareness.
- Attended MSDB conference call meeting.
- Met with Sheila Stearns on a number of collaborative issues.

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

From: Meloy, Steve
To: Patty Myers; Kirk Miller; Angela McLean; Will, Carol;
Subject: FW: School Law Education for School Administrator Stakeholders
Date: Wednesday, December 12, 2007 1:23:20 PM
Attachments: UM GRAD SCHOOL MAGONE DISSERTATION.pdf

We probably should participate. What say you all?

Thanks,

Steve

From: Darrell Rud [mailto:samdr@sammt.org]
Sent: Wednesday, December 12, 2007 11:27 AM
To: Meloy, Steve; Superintendent Linda McCulloch; Bobbie Evans; John Matt; Baker, Larry; Shaffer, Richard; Sharon Alexander; 'Jo Swain'; 'Lance Melton'; 'Debra Silk'; 'Larry Wilkerson'; 'George Rider'; 'Larry Crowder'; 'Dave Puyear'; 'Jeffrey A. Weldon'; Marilee Duncan; Jean Faure; Jeff Hindoien; "Bea Kaleva \(Business Fax \)"@mail1.msu.montana.edu; Larry Martin (Larry Martin); 'Mike Magone'
Subject: School Law Education for School Administrator Stakeholders

DATE: December 11, 2007

TO: School Law Education for School Administrators Stakeholders

Steve Meloy, Montana Board of Public Education
Linda McCulloch, Office of Public Instruction
Dr. Roberta Evans, Dean, UM School of Education
Dr. John Matt, Assistant Professor, UM Education Law
Dr. Larry Baker, Dean, MSU School of Education
Dr. Rich Shaffer, Instructor, MSU Education Law
Dr. Sharon Alexander, Dean, UM School of Continuing Education
Jo Swain, Rocky Mountain College
Lance Melton, Executive Director, Montana School Boards Association
Debra Silk, General Counsel, Montana School Board Association
Larry Wilkerson, MAEMSP President
George Rider, MASSP President

Larry Crowder, MASS President
Dave Puyear, Executive Director, MREA
Jeff Weldon, State Bar of MT/Private Practice Education Law Attorney
Marilee Duncan, Private Practice Education Law Attorney
Jean Faure, Private Practice Education Law Attorney
Jeff Hindoien, Private Practice Education Law Attorney
Elizabeth Kaleva, Private Practice Education Law Attorney
Larry Martin, Private Practice Education Law Attorney

FROM: Darrell Rud, School Administrators of Montana Executive Director
Dr. Michael Magone, Lolo School District Superintendent

RE: Call for collaboration regarding School Law Graduate and Continuing Education for K-12 Principals and Superintendents

You are invited to attend a meeting of the aforementioned school law for K-12 principals/superintendents stakeholders being held from 10:00am to 2:00pm on Thursday, February 21, 2008, in Helena, Montana at the School Administrators of Montana office located in the Professional Plaza at 900 N. Montana Suite A-4.

The purpose of the meeting is as follows:

1. Review the current structure and status of the school law graduate and continuing education process for K-12 principals and superintendents, identifying the roles each of the stakeholders plays in the process,
2. Identify whether the current structure and status serves to efficiently and effectively meet the needs of K-12 principals and superintendents,
3. Identify whether a need exists to provide a consistent forum of communication and collaboration of the aforementioned stakeholders for the purpose of improving and maintaining quality school law education opportunities for K-12 principals and superintendents, and,
4. If needed, set forth direction toward improving the school law education process for K-12 principals and administrators, including the formation of a regular opportunity for collaboration among stakeholders.

Why now? Following a school law study conducted this past spring as part of a dissertation entitled Education Law Priorities and Need: A Comparative Analysis (attached), and from conversations with various stakeholders who provide or utilize school law graduate and continuing education for K-12 principals and superintendents, it is apparent to many that such a meeting is much needed.

What is the end goal? To meet the school law education needs of K-12 principals and superintendents through increased collaboration between stakeholders. The study clearly showed differences between education law attorneys', superintendents', and principals' perceptions regarding what areas of school law instruction are most needed at the graduate school level and throughout continuing education. The study further showed differences between the preferred means, methods, and sources of school law continuing education. Finally, the study indicated the overwhelming majority of school law attorneys, principals and superintendents believed curriculum alignment is needed within the school law education process. With such a small but extremely competent group of statewide key stakeholders, a golden opportunity exists to effectively address such school law education issues.

Specific agenda?

1. Thank you for attending/introduction of stakeholders (10 minutes)

2. Brief summary from each stakeholder regarding his/her role in the school law education process for K-12 principals/superintendents: (40 minutes)
    a. Board of Public Education
    b. Office of Public Instruction
    c. Montana University System - Schools of Education/Continuing Education
    d. Montana School Board Association
    e. State Bar of Montana
    f. Private Education Law Practitioners
    g. School Administrators of Montana

3. Identification of Issues: (3 hours, including working lunch)

a. Through collaboration, improving the foundation of school law knowledge for principals/superintendents

i. Making the distinction between foundational concepts versus the continuing education which necessarily addresses current event needs areas of law

ii. How is the foundation of school law knowledge for principals and superintendents currently provided?

1. How does one decide what foundational concepts/ issues to teach given so many to choose from?
2. Sample syllabus?
3. How do we know whether the instruction meets the needs?
    a. Perspectives of principals, superintendents, school law attorneys, professors regarding what best meets the practitioner needs?
4. Are additional opportunities needed for providing/ obtaining foundational knowledge?
    a. Can/should a second school law course be required in the principal or superintendent preparation program or can school law concepts be expanded into other required graduate courses?
    b. Or, can/should the graduate school/continuing education providers offer a school law seminar for new principals which, given their experience in the field, further applies foundational concepts to practice?
5. What, if any, collaboration occurs between stakeholders in the providing of foundational school law education?
    a. School law attorneys and school law professors?
    b. Follow up surveys of principal preparation students regarding usefulness of foundational concepts instruction?

b. Access to school law education in general (foundational and

current events) for K-12 principals

i. Who is currently providing school law continuing education for principals? What sorts of opportunities?

ii. Is the school law education provided in a method readily accessible and useful to school principals?

iii. Are school districts providing opportunities for and encouraging principals to utilize school law continuing education?

iv. Re-certification credits for school administrators – potential for encouraging school law education by requiring a certain number per renewal cycle?

c. Collaboration among stakeholders – using each other as an important resource in curriculum and instruction planning of school law education. (30 minutes)

i. Is collaboration needed/desired?

ii. Organized annual opportunities to meet?

iii. Email/phone

4. Next steps? (20 minutes)

5. Opportunities for roundtables/individual follow up conversations if desired . . .

Please RSVP by Friday, February 15 to let us know if you will be attending.

Darrell Rud
Executive Director
School Administrators of Montana
900 N. Montana
Suite A-4
Helena, MT 59601
Phone: 406-442-2510 Fax: 406-442-2518
www.sammt.org

State of Montana

Board of Public Education

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APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
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Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

John Fuller
Whitefish

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Katie Wood, Student Rep.
rel

OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Any Date

DRAFT

John Doe
Title/Organization
1111
Somewhere, MT

Dear:

With the advancement of technology in today's society the forms of communication have greatly expanded. These new forms, e-mail, cell phones, on-line blog sites have connected the youth of America with one another like never before presenting new problems for parents and teachers alike as to what constitutes inappropriate behavior. One of the reports presented at this year's NASDTEC Professional Practices Conference in Orlando, FL entitled *Navigating the Changing Landscape of Professional Practices* discussed the emerging need to raise awareness and work towards identifying threshold behaviors and how they should be addressed within the school system.

Montana Code Annotated 20-4-110 Letter of reprimand, suspension, revocation, and denial of certificate (1) (f) "immoral conduct related to the teaching profession;" does not clearly identify threshold behaviors. The Chapter 57 Committee has been working together over the past year to review and revise the ARM rules, but the committee members need direction from its educational partners. Although efforts to determine and restrict threshold behaviors have already been made, the purpose of this meeting is to determine what is being done; is it sufficient, or is there a higher need to increase awareness? We would like you to provide our partners with an overview of the work you and your organization have done to the rising issues of threshold behaviors. This Safety Awareness Meeting will be held at the Front Street Learning Center in Helena on February 13, 2008 from 1:00-4:00 p.m.

If you plan on attending this meeting please contact the Board of Public Education at 406-444-6576 or via e-mail awarhank@montana.edu by Friday, January 18, 2008. If you feel someone other than yourself would be a better person to participate in this meeting, please send a representative whom you feel would be the best to represent your organization. By inviting education partners from across the state to offer their opinions and ideas we hope to ensure a safe and healthy environment for Montana students.

Sincerely,

Angela McLean
Vice Chair of the Board of Public Education

Administrative Rule, Title 10, Chapter 57, Educator Licensure
5-Year Comprehensive Review Work Group Results

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Defining "Accredited"	See Document 1	MT Council of Deans of Education is working on this definition.
Licensure "Officials"	DONE—agree to leave it Official	
Minimum Education Preparation requirements & Student Teaching Requirements	Recommendation: • The six credits can be **either** part of a prep program **or** any six EDU, EDUC, or C&I courses. • Teaching experience must be supervised and from an accredited school. • Other experience should be appropriately licensed and assigned. • "baccalaureate" should be changed to "bachelor's and/or master's" *rare to have a master's from an accredited college and not have a bachelor's from an accredited college	Elizabeth will draft language
When fingerprint based background checks are required ("initial" license definition) and teaching experience verification	**Fingerprinting**: a survey of states (not all responded) found that none require fingerprinting at renewal. All do ask character/fitness questions on their renewal application. Some do receive a "subsequent arrest record" from their state law enforcement agency when a licensee is arrested. We checked Montana's capability for this and it can't be done at present. The question was also raised at the NASDTEC Professional Practices Institute with consensus that fingerprinting at renewal is most likely not effective in catching offenders for the cost and effort involved. ***RECOMMENDATION: NO CHANGE TO WHEN FINGERPRINTS REQUIRED.*** **Teaching Experience Verification**: OK to leave to discretion of OPI/Educator Licensure based on similar or equivalent to Montana's K-12 schools.	**Accept committee recommendations** **Continue working with DOJ for subsequent arrest records**
Add definition of "Initial Licensure" as it applies to reciprocity	Recommendation: • When returning to MT with a valid license from another state, with additional prep/coursework, the candidate should receive reciprocity.	Elizabeth will draft language

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Class 1 and 2 Teaching Licenses & Endorsements: World Language	Group recommends removing specific languages and creating a generic "World Languages" endorsement, giving school districts flexibility to offer languages they choose.	Remove each language from the actual 57 rule and replace with "world languages".
Special Ed Stand Alone	With our rural situation and special ed teacher shortage in mind, the subcommittee recommends that MT continue to accept special ed licenses from other states with reciprocity with the following provisions: 1) Disability specific licenses can be used for broad application with the understanding that the new hire will complete appropriate coursework over a three year period that is job specific. Example: teacher licensed in OH as "SLD K-12" gets a MT endorsement and gets a job in an "ED" room. The teacher must complete coursework/professional development in that area over a three year period to gain pedagogy for that disability area. 2) Out of state K-8 prep is acceptable for elementary/middle school employment; if teacher gets a job at high school or a K-12 school, he/she completes coursework over three year period addressing high school age disability application. • The subcommittee believes leveled licenses might restrict our rural schools' ability to hire economically.	12/11: Wait until after the SPED Higher Consortium meeting in late January and HQT.

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Secondary credit count requirements & Stand alone library/ESL, & add out of state license or recommendation	Will bring recommendation to meeting.	12/11: Work group came back with a matrix that they propose to use to evaluate candidates. Involves looking at PEPPS and probably being referred to MT university for evaluation and recommendation for licensure. This would allow a candidate to accept a CI 5 license on a condition that the MT university would evaluate and maybe make recommendation when Elizabeth can't determine eligibility for full licensure. Continue discussion at MCDE/Licensure officials meeting in March 2008. Library stand alone: Maintain no stand alone school librarian license. ESL: MT does not currently have a critical mass of students requiring ESL students. Advise those interested in ESL that they need a teaching area first. In PEPPS, ESL is under World Languages. PEPPS refers to the national standards for ESL. To World Languages group.
Graduate level courses and Class 1	See Document 2	Language accepted.
Reinstatement Requirements	OK-agree to remove 9-year old courses from reinstatement language.	DONE
Class 3 Administrative	See Document 3	Done.
Class 4 Career and Vocational/Technical	**Traffic Education:** Preliminary discussion at OPI to add a Traffic Ed option to Class 4, most likely for retired Highway Patrolman or other appropriate candidates to become traffic ed instructors. The CTAE Division at OPI is implementing "Big Sky Pathways" (career clusters) that may result in changes to Chapter 57.	For Traffic Ed, see later page. Hold Chapter 57 changes until more information is developed around "Big Sky Pathways", probably at least a year away.
Class 5 Alternative License Accountability of candidates who need to complete an educator prep program		Recommend that Class 5 for completing teacher prep program file their plan of study with OPI. 424 (2) "An applicant…must sign and file with the superintendent a PPI. For those whose deficiency is teacher prep, also file their plan of study from their teacher" Create standardized form.

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Class 5 Alternative License Elementary issue	See Document 4	12/11: Tabled to next meeting. Data review under way to determine volume of out of state applicants who may not clearly meet ARM. Evaluation completed at the university for these folks?
Class 5 Alternative License: School Counselor		Erik Burke convening critical parties for a discussion.
Class 6 Specialist	See Document 5	Idea is acceptable. Elizabeth will get a couple of clarification: Ask Margaret Beebe Frankenberg for board membership specifics. Recommend school administrator (Class 3 licensed educator, sped supervisor) and teacher as part of review board. Define "accredited". Make sure that clinical psychologists can move into schools. Any master's degree? Related field? Maybe strike those and allow any master's degree with the review of the board?
Renewal Requirements	See Document 6	OK
Internships		MCDE working on this.

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Traffic Education: Class 4? Class 6 and 7	1. We are in conceptual agreement that any class educator license can be approved to teach traffic education. ARM language changes to accommodate the above conceptual agreement will occur in 10.13, under the Superintendent's authority rather than in Chapter 57 under the Board of Education's authority. 10.13.310 (1) (a) will change "teaching certificate" to educator license" and add a list of licenses, such as "including Class 1, 2, 3, 4, 5, 6 and 7. 2. We are also in conceptual agreement that a subcategory of a Class 4 vocational license include a process for professional driver trainers who are not K-12 educators be given an educator license to teach traffic education, such as military, law enforcement, and commercial driving school instructors, so long as they can document a minimum numbers of hours of professional operator instruction and complete coursework required to be approved to teach traffic education. Comment: I'm wondering if this language change must occur in Chapter 57 under the Board of Ed regulations, or if we can do this in Chapter 10. This may need to be an exception to our decision that all language changes occur in Chapter 10. 3. We are in conceptual agreement that we will require a class methods, or pedagogy class for would be traffic educators who do not have classroom training in education. I will explore this requirement with MSU-Northern.	Once they have 8 semester credits (Traffic Ed I and II) before they can begin to teach. Then they complete an additional 12 to meet endorsement requirements. FIND OUT HOW MANY Class 4's with Traffic Ed? Class 4 for Highway Patrol Officers, where they could demonstrate 10,000 hours of TEACHING some form of motor vehicle courses in law enforcement or military or other. Would still need to complete MSUN's program, including the 8 credits before they can begin teaching. Not everyone is 100% behind this, but we reached consensus to move forward, giving some consideration to pedagogy and classroom management to those who don't have a teaching background (Class 4, 6 and 7). David to work with MSUN and others on requirements. 12/11 notes: Do we need to change 10.57.436 (Class 7)? Everyone is OK. Dave P and David H will work on pedagogy course with a work group and get back to the group.
Endorsement Requirements (section 301)	See Document 7	Elizabeth working on language
General Provisions (201)	See Document 8	12/11: Few changes
Background Check Requirements (201A)	See Document 9	12/11: OK Lance is working on clarification of when these results can be shared and with whom they can be shared.
601	Definition of Immoral Conduct (to come)	
215	Definition of a Professional Education Organization for providing renewal units	Elizabeth working on.

Topic	Outcome	Meeting Notes 11/07/2007 & 12/11/2007
Native American/IEA course for out of state completers?		12/11: Much discussion. Somehow, out of state candidates need to demonstrate competency in IEA. Demonstrate at first renewal? Give all out of state applicants Class 5? Let them know up front, before application, that they need to take OPI's online materials, demonstrate course completion? Talk with Indian Ed Division to determine requirement. Then renewal unit certificate must be submitted with application. Write into 102 definition of Minimum Educator Licensure requirements.

Next Meeting: 3/18, Tuesday, 10am-3pm.

EXECUTIVE SUMMARY
DATE: JANUARY 2008

ESENTATION: No Child Left Behind Report

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This presentation will include information about the U.S. Department of Education peer review process of the Montana Assessment System and the Montana Science Criterion-Referenced Test; appropriations from the U.S. Congress for federal programs in Montana; and current Office of Public Instruction activities including, but not limited to, amendments to the Montana Accountability Workbook, the calculation of preliminary allocations of funds for federal programs, and the approval of the Montana application to the U.S. Department of Education for school improvement funds under ESEA Title I, Part A.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

NOV 29 2007

The Honorable Linda McCulloch
Superintendent of Public Instruction
Montana Office of Public Instruction
1227 11th Avenue
Helena, Montana 59620-2501

Dear Superintendent McCulloch:

I am pleased to approve Montana's assessment system under Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB). I congratulate you on meeting this important NCLB requirement.

My decision is based on input from peer reviewers external to the U.S. Department of Education (Department) and Department staff who reviewed and carefully considered the evidence submitted by Montana. I have concluded that the evidence demonstrates that Montana's standards and assessment system satisfies the ESEA requirements. Specifically, Montana's system includes academic content standards in reading/language arts, mathematics, and science; student achievement standards in reading/language arts and mathematics; alternate achievement standards for students with the most significant cognitive disabilities in reading/language arts and mathematics; and assessments and alternate assessments in each of grades 3-8 and high school in reading/language arts and mathematics. Accordingly, Montana's system warrants *Full Approval*. This status means that Montana's standards and assessment system meets all statutory and regulatory requirements for reading/language arts and mathematics.

Please be aware that approval of Montana's assessment system under NCLB is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if Montana makes significant changes in its assessment system, the State must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations for your State's approved standards and assessment system under the ESEA. I wish you well in your continued efforts to improve student achievement in Montana.

Sincerely,

Kerri L. Briggs, Ph.D.

cc: Governor Brian Schweitzer
Nancy Coopersmith
Judy Snow

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

RECEIVED
DEC 14 2007
SUPERINTENDENT
OF PUBLIC INSTRUCTION

December 10, 2007

Dear State Assessment Director:

I want to thank you for your participation in the standards and assessment review process under the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001.

In 2007-08, each State is required to administer science assessments in each of three grade spans (3-5, 6-9, and 10-12). Accordingly, the Department has scheduled peer reviews on January 28-February 1, 2008 and March 17-21, 2008. An additional date will be scheduled in the fall for those States administering science assessments for the first time in 2007-08, and rolling reviews can be scheduled as necessary. Materials that must be submitted for review should be delivered no less than three weeks before the scheduled review date.

The evidence that will be required for the science peer review is the same evidence that has been required for the "Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001" issued on April 28, 2004. Enclosed is the template peer reviewers will use to evaluate the evidence submitted by States. I know that most States have already received approval of their academic content standards and performance level descriptors for science. Nonetheless, I encourage you to submit all elements related to your science assessments, even those that have previously been reviewed, to ensure that peer reviewers and Department staff can review your science assessments in the proper context.

I encourage you to contact the Department at your earliest convenience to schedule a peer review for your science assessments. If you have made changes to your standards and assessment system since it was approved, you must submit those changes for review and approval under section 1111(f)(2) of the ESEA. To schedule your peer review, or if you have additional questions, please contact the Department of Education, Standards and Assessment team contact for your State.

Sincerely,

Zollie Stevenson, Jr., Ph.D.
Acting Director
Student Achievement and
School Accountability Programs

Enclosure
cc: Title I Directors

LABOR, HEALTH AND EDUCATION SUBCOMMITTEE

Bill Total

2007 Enacted: $144.5 billion

President's Request: $140.9 billion

Omnibus: $144.8 billion – Base Bill

KEY INVESTMENTS

DEPARTMENT OF EDUCATION: $59.4 billion, rejecting the President's $1.2 billion cut and $2 billion above 2007.

K-12 Education Deficit

No Child Left Behind (NCLB): $24.8 billion, $1.1 billion above 2007 and $103 million above the President's request.

• **Title I:** $14.5 billion, $1.6 billion above 2007 and $109 million above the President's request, to help 314,000 more disadvantaged kids with math and reading instruction than last year.

• **Teacher Quality State Grants:** $3 billion, $73 million above 2007 and rejecting the President's $100 million cut, providing 4,000 more teachers with needed help than last year.

• **Special Education – IDEA Part B Grants:** $11 billion, rejecting the President's $291 million cut and $259 million above 2007, reversing a two-year decline in the Federal contribution to help states and localities to educate 6.9 million children with disabilities

• **After School Programs:** $1.1 billion, $100 million above 2007 and the President's request, providing after-school academic and enrichment services to an additional 130,000 kids following six straight years of cuts or freezes to these programs.

• **Head Start:** $6.9 billion, rejecting the President's $100 million cut and $13.7 million above 2007, to help sustain high quality preschool services for children currently enrolled in Head Start.

Vocational Education: $1.2 billion, rejecting $575 million (49%) in cuts the President would have made to federal support for technical training at high schools and community colleges.

Secure Rural Schools Act / Payment in Lieu of Taxes (PILT): $229 million, $3.6 million below 2007 and $39 million above the President's request, for payments to local governments that help offset losses in property taxes due to nontaxable federal lands within their boundaries.

Nutrition: $928 million, $16 million above 2007 and $40 million over the President's request, for nutrition programs including the Expanded Food and Nutrition Education Program, the Fresh Fruit and Vegetable program, the Simplified Summer Food program to provide nutritious foods to children in low-income families, and specialty crop grants to encourage more fruit and vegetable consumption.

Education and Local Government Interim Committee

60th Montana Legislature

PO BOX 201706
Helena, MT 59620-1706
(406) 444-3064
FAX (406) 444-3036

SENATE MEMBERS
KIM GILLAN
BOB HAWKS
SAM KITZENBERG
RICK LAIBLE
DAVE LEWIS
JIM PETERSON

HOUSE MEMBERS
GARY BRANAE
WANDA GRINDE
ROBIN HAMILTON
BOB LAKE
BILL NOONEY
JOHN WARD

COMMITTEE STAFF
CASEY BARRS, Lead Staff
LEANNE HEISEL, Research Analyst
EDDYE MCCLURE, Staff Attorney
FONG HOM, Secretary
ALAN PEURA, Fiscal Analyst

12/03/07

State Capitol Room 137
Thursday, December 13, 2007
Helena, Montana

K-12 Subcommittee

10:00 Call to order - Chairman Kitzenberg
Approve minutes of September 25, 2007 K-12 Subcommittee meeting

10:05 "Facilities inventory" update
√ Joe Triem, Planning Manager, Architecture and Engineering Division, Department of Administration

10:30 Full time Kindergarten update
√ Linda McCulloch, Superintendent, Office of Public Instruction

11:15 Indian Education Achievement Gap, recent summit
√ Senator Carol Juneau

12:00 Education spending and tax reform
√ Senator Jim Peterson

12:15 Oregon approach to school funding: Useful for Montana?
√ Senator Sam Kitzenberg

12:30 Public comment

1:00 Adjourn for lunch

Joint Meeting of K-12 and PEPB Subcommittees

2:30 Call to order - Chairman Kitzenberg
College preparedness & remedial courses: Issues & recommendations. Staff intro.
√ Sheila Stearns, Commissioner of Higher Education, OCHE
√ Linda McCulloch, Superintendent, Office of Public Instruction
√ Steve Meloy, Executive Secretary, Board of Public Education

MONTANA LEGISLATIVE SERVICES DIVISION STAFF: SUSAN BYORTH FOX, EXECUTIVE DIRECTOR • DAVID D. BOHYER, DIRECTOR, OFFICE OF RESEARCH AND POLICY ANALYSIS • GREGORY J. PETESCH, DIRECTOR, LEGAL SERVICES OFFICE • HENRY TRENK, DIRECTOR, OFFICE OF LEGISLATIVE INFORMATION TECHNOLOGY • TODD EVERTS, DIRECTOR, LEGISLATIVE ENVIRONMENTAL POLICY OFFICE

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FONG HOM, Secretary
ALAN PEURA, Fiscal Analyst

3:45 The Taylor Plan for college preparedness and performance
√ Dr. James Caillier, Executive Director, Taylor Foundation
√ Bill Schilling, President, WY Heritage Foundation

4:30 Instruction to staff & Adjourn

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For more information
Contact Casey Barrs at (406) 444-3957 or
cbarrs@mt.gov

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FONG HOM, Secretary
ALAN PEURA, Fiscal Analyst

11/15/07

Education and Local Government Interim Committee

State Capitol Room 137
Friday, December 14, 2007
Helena, Montana

9:30 Call to order - Chairman Laible
Approve full ELG committee minutes
Recap of the Thursday subcommittee meetings
/ K-12 Subcommittee - Sen. Kitzenberg
/ PEPB Subcommittee - Sen. Hawks
/ HB 49 Subcommittee - Sen. Gillan

10:30 "Second year funding"
/ Overview - Jim Standaert, Fiscal Analyst, Legislative Fiscal Division

11:00 "Distance learning"
/ Steve Meloy, Executive Secretary, Board of Public Education
/ Dave Puyear, Director, Montana Rural Education Association
/ Tom Gibson, Director, e-Learning Business Development, Montana University System

12:00 Lunch

1:30 "529 College Savings" plans - Alan Peura

1:45 "Education spending as portion of state budget" - Sen. Peterson

2:00 "Treasure State Endowment Program (TSEP) distribution of funds and implementation of HB 512"
/ Jim Edgcomb, TSEP Program Manager, Department of Commerce

2:30 "Keeping apprised of the Montana Quality Education Coalition"
/ Tom Cotton, President, MQEC

MONTANA LEGISLATIVE SERVICES DIVISION STAFF: SUSAN BYORTH FOX, EXECUTIVE DIRECTOR $ DAVID D. BOHYER, DIRECTOR, OFFICE OF RESEARCH AND POLICY ANALYSIS $ GREGORY J. PETESCH, DIRECTOR, LEGAL SERVICES OFFICE $ HENRY TRENK, DIRECTOR, OFFICE OF LEGISLATIVE INFORMATION TECHNOLOGY $ TODD EVERTS, DIRECTOR, LEGISLATIVE ENVIRONMENTAL POLICY OFFICE

/ Mike Nicosia, Superintendent, Columbia Falls Public Schools

3:15 "Post Secondary Correctional Education" – Sheila Stearns, Commissioner of Higher Education, OCHE

3:45 Break

4:00 "Performance measurements for education" – Kris Wilkinson, Fiscal Analyst, Legislative Fiscal Division

4:30 Public comment

5:00 Instruction to staff & Adjourn

For more information
Contact Casey Barrs at (406) 444-3957 or
cbarrs@mt.gov

EXECUTIVE SUMMARY
DATE: JANUARY 2008

PRESENTATION: Assessment Update

PRESENTER: Madalyn Quinlan
Chief of Staff
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) will recommend a process to the Board of Public Education for developing next steps in statewide student assessment. The OPI will ask the Board to consider options related to: piloting a statewide writing assessment in at least one primary and one secondary grade; conducting an analysis of seven years of Norm-Referenced Test results to learn more about student performance trends related to specific academic skill sets; creating awareness and building understanding of best practices in formative assessment in schools; and using surveys and focus groups to gather information from schools about their assessment needs.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY
DATE: JANUARY 2008

RESENTATION: Traffic Education Status Report

PRESENTER: David Huff
Traffic Education Director
Office of Public Instruction

OVERVIEW:

1. Novice Driver Education Program Summary 2005-2007. See Traffic Education Reports. Attendance is somewhat static, around 10,000 students per year. The fluctuation between the 2006 and 2007 school year was a little more than usual due to students rushing to take driver education before the implementation of the GDL in July, 2006. This also resulted in a little higher reimbursment for SY 07 with funds being divided up between fewer students. The mode rate of teacher pay increased 33 percent from $15 to $20 per hour. The mode fee paid by parents for traffic education remains at $150 per teen, with the highest fee remaining at $340. Long term trends indicate a drop in eligible teen attendance from 90-95 percent participation during the 1980's and early 1990's to last several years at 70-75 percent participation. During the same periods we saw a drop in state reimbursement from approximately 50 percent to approximately 25 percent of actual costs, with a slight increase of state percentage this past year due to the GDL anomoly.

   An Adapted Illustrated Version of the Montana Driving Manual was completed in December. This highly popular document is designed for individuals with reading and learning challenges, both teens and adults. Traffic Education unit staff member, Fran Penner-Ray, has worked with traffic education teachers and the Motor Vehicle Division to re-organize and update this document.

2. Montana DRIVE (Advanced Driver Education). See brochure. This popular Lewistown based program began in 1979 to provide advanced professional development to driver education teachers and school bus drivers. Its value has been recognized by state agencies and other companies with fleets and now serves a variety of customers. Western Transportation Institute (WTI) of Montana State University is sharing the facility and developing a cold weather research center. Lease terms and logistics for track use have been negotatiated and are nearly complete. A teen research project conducted with WTI in 2005 is showing reduced teen crashes during the first year following training. Our classroom and office at Montana DRIVE are 1970s vintage mobile driver education simulator trailers. These trailers are becoming more costly to maintain and nearing the end of their useful life. Options to replace the trailers are being explored.

3. Graduated Driver License (GDL). See Montana's GDL Parent Role brochure. The OPI continues working with other state agencies and private partners to maximize the benefits of this law. The law took effect July 1, 2006, and due in part to the training given driver education teachers and the "Parent Role" brochure, the law has seen widespread support with parents, many of whom did not understand the law prior to meeting with teachers on parent night. The "Parent Role" brochure is very popular and was developed as a joint project of OPI and Department of Justice, and paid for by

a coalition of partners with State Farm Insurance and AAA paying the bulk of the printing expense.

Joining GDL, Parents and Driver Ed.--Researchers are looking to the potentia benefit of this parntership. In collaboration with national researcher Dr. Jessica Hartos, OPI is pursuing the creation of a "Parent Module" that will be added to the state driver education curriculum. This module will be research based and involve parents in homework with their teens at key points in the driver education class. The objective is threefold: 1) Help parents to better understand the risks associated with their teen beginning to drive, 2) Refamiliarize the parent with the rules of the road and defensive driving, and 3) Provide the parents with an assessment tool they can use to evalate their teens driving skills at the end of driver education. The assessment will also generate tailored recommendations to best help their teen continue to improve driving during the six month supervised driving phase of the GDL. Driver education teachers will be the designers and testers of this module. We are presently seeking grant funds for its development.

4. Comprehensive Highway Traffic Safety Plan. This plan facilitated by the Montana Department of Transportation represents the state's efforts to reduce transportation related crashes, injuries and fatalities. The planning group represents a broad array of affected and interested partners, including active participation of Indian reservation representatives. David Huff represents OPI on the coalition and is chairman of the sub-committee on Young Drivers. He is overseeing the progress on four priorities identified by the coalition for young drivers. YD-9, Provide tools and incentives to incorporate traffic safety education in elementary and junior high schools; YD-10, Communication liaison to traffic education or primary safety belt law/child passenger safety; YD-14, Affordable/accessibl drivers education at all schools; and YD-16, Develop a role and strategy for law enforcement in GDL.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): n/a

RECOMMENDATION(S): n/a

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

Statewide Summary of Montana's 2005-06 Traffic Education Programs*

(From the period of July 1, 2005– June 30, 2006)

PROGRAM ENROLLMENT	
162	Public high school districts were **eligible** to offer a traffic education program.
142	High school districts **offered** a state-approved traffic education program.
13,595	Public and private high school students were **eligible** to enroll in traffic education.
10,310	students **completed** traffic education.
WHEN OFFERED	
34	districts offered the program during **regular school hours**.
85	districts offered the program **after school hours**.
95	districts offered the program in the **summer**.
PROGRAM FEES	
48	high school districts charged a **fee** during the **first semester; 75** during the **second semester**; and **94** during the **summer**. The **minimum** fee was **$20.00**. The **maximum** fee was **$340.00**. The **mode** fee was **$150.00**.
22	districts charged **no fee**.
21	**plan**, for the upcoming school year and summer, to **increase the fee** charged students.
PROGRAM CHARACTERISTICS	
54	districts **granted credit** for successful completion of traffic education.
121	districts **screened students** for visual acuity.
75	districts employed a traffic and safety education **coordinator and/or supervisor**.
75	districts offered **pedestrian** safety instruction in the elementary and middle schools.
93	districts offered **school bus rider** safety instruction in the elementary and middle schools.
80	districts offered **bicycle** safety instruction in the elementary and middle schools.
50	districts offered traffic education for **adult** beginners.
137	districts provided traffic education for **students with disabilities**.
133	districts taught an instructional unit on sharing the road with **motorcycles**.
139	districts emphasized and required the use of **seatbelts**.
135	districts used Montana's current Traffic Education **Curriculum Guide** for its high school program.
30	districts conducted **follow-up research** on student performance (violations/accidents).
139	districts taught an instructional unit on the effects of **alcohol/drug** use in driving.
99	districts involved **parents** in the Traffic Education program.
116	districts participated in the **Cooperative Driver Testing Program (CDTP)**.
108	districts utilized **computers** in their program.
130	districts used **OPI Web site** to obtain traffic education information.
NUMBER OF TEACHERS AND RATES OF PAY	
31	**full-time** teachers were employed.
272	**part-time** teachers were employed.
$7.00	per hour is the **minimum** rate paid.
$42.00	per hour is the **maximum** rate paid.
$15.00	per hour is the **mode** minimum rate paid.
$15.00	per hour is the **mode** maximum rate paid.
VEHICLES	
256	**vehicles** were used in the program.
9	districts obtained their vehicles on a **free loan** basis.
4	districts obtained their vehicles on a **daily fee** basis.
47	districts obtained their vehicles on a **lease** or **rent** basis.
86	districts **owned** their vehicles.
0	**instructors owned** and provided vehicles.
2	districts used **other** means to obtain vehicles.
ACCIDENTS	
15	traffic **accidents** occurred involving a student driver while in the traffic education vehicle.
0	persons were **killed**.
0	persons were **injured**.
$21,767.27	**property damage** costs incurred.
COST PER PUPIL	
$331.03	is the **average** per pupil cost. (District costs were partially offset by state reimbursement amounting to **$77.59** per pupil.)

* This information was compiled from the 2005-06 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs during the summer of 2005 and the school year 2005-06. If you have questions, please contact David Huff at (406) 444-4432 or e-mail at dhuff@.mt.gov

Office of Public Instruction
Linda McCulloch, Superintendent
Traffic Education Programs
PO Box 202501
Helena, MT 59620-2501

TRAFFIC EDUCATION SALARY and PROGRAM FEES STATEWIDE REPRESENTATIVE SAMPLE*

FOR THE PERIOD 2005 SUMMER AND 2005-2006 SCHOOL YEAR

SCHOOL/CITY	TRAFFIC EDUCATION TEACHER PAY PER HOUR	SEMESTER HELD			PROGRAM FEES	HOURS
ABSAROKEE	$20.00 to $23.00	1st	2nd		$125	During
BAINVILLE	$17.00			Summer	$300	Summer
BAKER	$20.00 to $27.00	1st	2nd	Summer	$50	During/Summer
BELGRADE	$21.00	1st	2nd	Summer	$160	Outside/Summer
BILLINGS	$22.14	1st	2nd	Summer	$175	Outside/Summer
BOZEMAN	$19.00		2nd	Summer	$225	Outside/Summer
BUTTE	$18.00			Summer	$200	Summer
CASCADE	$16.50			Summer	$150	Summer
CHOTEAU	$15.00 to $17.25			Summer	$125	Summer
COLSTRIP	$17.91 to $33.19	1st	2nd		$100	During/Outside
COLUMBIA FALLS	$22.87	1st	2nd	Summer	$190	Outside/Summer
CONRAD	$14.50 to $17.00			Summer	$125	Summer
DARBY	$18.19	1st	2nd		$165	Outside
ENNIS	$13.50 to $16.00			Summer	$200	Summer
GERALDINE	$21.42 to $24.48		2nd		$100	Outside
GLASGOW	$20.00	1st	2nd		$135	During/Outside
GLENDIVE (DHS)	$20.00			Summer	$130	Summer
GREAT FALLS	$15.00 to $20.00	1st	2nd	Summer	$150	Outside/Summer
HAMILTON	$18.50 to $19.20	1st	2nd	Summer	$165	Outside/Summer
HAVRE	$16.00			Summer	$100	Summer
HELENA	$18.00	1st	2nd	Summer	$225	Outside/Summer
KALISPELL (FHS)	$23.37	1st	2nd	Summer	$190	Outside/Summer
LEWISTOWN (FHS)	$15.00			Summer	$200	Summer
LIBBY	$20.00	1st	2nd	Summer	$175	Outside/Summer
MILES CITY (CCDHS)	$17.60			Summer	$100	Summer
MISSOULA	Dist. Salary Schedule $18.81 to $38.00	1st	2nd	Summer	$340	During/Outside/Summer
PLENTYWOOD	$16.00			Summer	$110	Summer
POLSON	$19.00	1st	2nd	Summer	$130	Outside/Summer
ROCKY BOY	$13.52 to $14.06	1st	2nd		$0	During/Outside
RONAN	$20.00 to $31.00	1st	2nd		$125	During/Outside
SIDNEY	$20.00 to $24.28	1st	2nd		$185	Outside
ST. IGNATIUS	$20.50	1st		Summer	$130	Outside/Summer
STEVENSVILLE	$17.00 to $29.00	1st	2nd	Summer	$250	Outside/Summer
SUPERIOR	$22.50			Summer	$155	Summer Only
THREE FORKS	$19.38	1st	2nd	Summer	$75	Outside/Summer
VALIER	$26.00	1st	2nd		$0	During/Outside
WHITEFISH	$18.54 to $21.54	1st	2nd	Summer	$150	During/Outside/Summer
WIBAUX	$15.00			Summer	$100	Summer
WINIFRED	$19.50 to $21.00		2nd		$60	During/Outside
MODE 2006* for all 142 high schools	**$15.00 per hour**				**$150 per student**	22 Districts charged no fee for TE programs in 2006

*This information was compiled by the Montana Office of Public Instruction from 2005 - 2006 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs.

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

Statewide Summary of Montana's 2006-07 Traffic Education Programs*

(From the period of July 1, 2006– June 30, 2007)

PROGRAM ENROLLMENT	
161	Public high school districts were **eligible** to offer a traffic education program.
141	High school districts **offered** a state-approved traffic education program.
13,713	Public and private high school students were **eligible** to enroll in traffic education.
9,437	students **completed** traffic education.
WHEN OFFERED	
30	districts offered the program during **regular school hours**.
80	districts offered the program **after school hours**.
92	districts offered the program in the **summer**.
PROGRAM FEES	
50	high school districts charged a **fee** during the **first semester; 72** during the **second semester**; and **96** during the **summer**. The **minimum** fee was **$20.00**. The **maximum** fee was **$340.00**. The **mode** fee was **$150.00**.
22	districts charged **no fee**.
21	**plan**, for the upcoming school year and summer, to **increase the fee** charged students.
PROGRAM CHARACTERISTICS	
54	districts **granted credit** for successful completion of traffic education.
124	districts **screened students** for visual acuity.
75	districts employed a traffic and safety education **coordinator and/or supervisor**.
83	districts offered **pedestrian** safety instruction in the elementary and middle schools.
97	districts offered **school bus rider** safety instruction in the elementary and middle schools.
83	districts offered **bicycle** safety instruction in the elementary and middle schools.
57	districts offered traffic education for **adult** beginners.
134	districts provided traffic education for **students with disabilities**.
134	districts taught an instructional unit on sharing the road with **motorcycles**.
140	districts emphasized and required the use of **seatbelts**.
139	districts used Montana's current Traffic Education **Curriculum Guide** for its high school program.
25	districts conducted **follow-up research** on student performance (violations/accidents).
140	districts taught an instructional unit on the effects of **alcohol/drug** use in driving.
110	districts involved **parents** in the Traffic Education program.
121	districts participated in the **Cooperative Driver Testing Program (CDTP)**.
115	districts utilized **computers** in their program.
135	districts used **OPI Web site** to obtain traffic education information.
NUMBER OF TEACHERS AND RATES OF PAY	
34	**full-time** teachers were employed.
257	**part-time** teachers were employed.
$6.50	per hour is the **minimum** rate paid.
$41.09	per hour is the **maximum** rate paid.
$20.00	per hour is the **mode** minimum rate paid.
$20.00	per hour is the **mode** maximum rate paid.
VEHICLES	
255	**vehicles** were used in the program.
8	districts obtained their vehicles on a **free loan** basis.
9	districts obtained their vehicles on a **daily fee** basis.
45	districts obtained their vehicles on a **lease** or **rent** basis.
88	districts **owned** their vehicles.
0	**instructors owned** and provided vehicles.
2	districts used **other** means to obtain vehicles.
ACCIDENTS	
11	traffic **accidents** occurred involving a student driver while in the traffic education vehicle.
0	persons were **killed**.
0	persons were **injured**.
$14,988.55	**property damage** costs incurred.
COST PER PUPIL	
$377.62	is the **average** per pupil cost. (District costs were partially offset by state reimbursement amounting to **$103.32** per pupil.)

* This information was compiled from the 2006-07 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs during the summer of 2006 and the school year 2006-07. If you have questions, please contact David Huff at (406) 444-4432 or e-mail at dhuff@.mt.gov

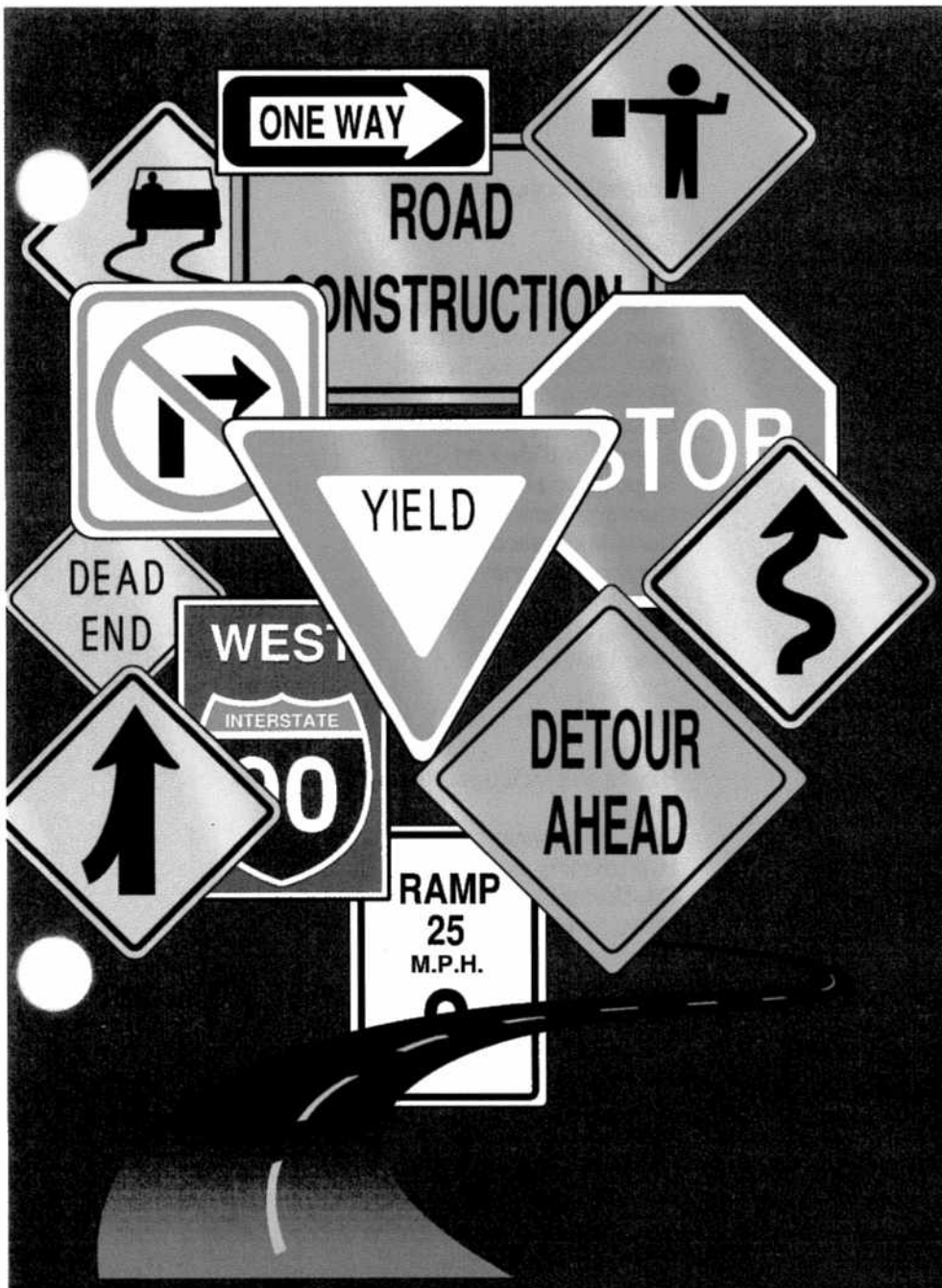
Office of Public Instruction
Linda McCulloch, Superintendent
Traffic Education Programs
PO Box 202501
Helena, MT 59620-2501

TRAFFIC EDUCATION SALARY and PROGRAM FEES STATEWIDE REPRESENTATIVE SAMPLE*

FOR THE PERIOD 2006 SUMMER AND 2006-2007 SCHOOL YEAR

SCHOOL/CITY	TRAFFIC EDUCATION TEACHER PAY PER HOUR	SEMESTER HELD			PROGRAM FEES	HOURS
ABSAROKEE	$20.00 to $24.00	1st	2nd		$125	During
BAINVILLE	$17.00			Summer	$0	Summer
BAKER	$20.00 to $32.00	1st	2nd	Summer	$50	During/Summer
BELGRADE	$21.65	1st	2nd	Summer	$160	Outside/Summer
BILLINGS	$22.97	1st	2nd	Summer	$180	Outside/Summer
BOZEMAN	$20.00	1st	2nd	Summer	$225	Outside/Summer
BUTTE	$18.50			Summer	$200	Summer
CASCADE	$18.00		2nd	Summer	$150	Summer
CHOTEAU	$15.00 to $17.25			Summer	$125	Summer
COLSTRIP	$18.58 to $34.44	1st	2nd		$100	During/Outside
COLUMBIA FALLS	$23.67	1st	2nd	Summer	$190	Outside/Summer
CONRAD	$14.25 to $17.25			Summer	$125	Summer
DARBY	$13.25 to $15.85	1st	2nd	Summer	$165	Outside
GERALDINE	$22.44 to $24.99		2nd	Summer	$100	Outside
GLASGOW	$20.00	1st	2nd		$135	During/Outside
GLENDIVE (DHS)	$20.30			Summer	$130	Summer
GREAT FALLS	$15.00 to $20.00	1st	2nd	Summer	$150	Outside/Summer
HAMILTON	$19.05 to $22.30	1st	2nd	Summer	$190	Outside/Summer
HARLEM	$30.90 to 32.32	1st	2nd		$0	During
HAVRE	$18.50			Summer	$100	Summer
HELENA	$18.00	1st	2nd	Summer	$225	Outside/Summer
KALISPELL (FHS)	$24.36	1st	2nd	Summer	$215	Outside/Summer
LEWISTOWN (FHS)	$15.00			Summer	$200	Summer
LIBBY	$22.00	1st	2nd	Summer	$200	Outside/Summer
MILES CITY (CCDHS)	$17.90			Summer	$100	Summer
MISSOULA	Dist. Salary Schedule $20.16 to $41.09	1st	2nd	Summer	$340	During/Outside/Summer
PLENTYWOOD	$16.00			Summer	$110	Summer
POLSON	$19.00	1st	2nd	Summer	$130	Outside/Summer
ROCKY BOY	$16.48	1st	2nd	Summer	$0	During/Outside
RONAN	$20.00	1st	2nd		$135	During/Outside
SIDNEY	$21.00	1st	2nd		$220	Outside
ST. IGNATIUS	$21.00	1st		Summer	$140	Outside/Summer
STEVENSVILLE	$18.25 to $30.00	1st	2nd	Summer	$250	Outside/Summer
SUPERIOR	$22.50			Summer	$175	Summer Only
THREE FORKS	$20.21		2nd	Summer	$100	Outside/Summer
VALIER	$24.38	1st	2nd		$0	During/Outside
WHITEFISH	$19.30 to $22.30	1st	2nd	Summer	$175	During/Outside/Summer
WIBAUX	$15.00			Summer	$100	Summer
WINIFRED	$18.50 to $21.00		2nd		$60	During/Outside
MODE 2007* for all 141 high schools	**$20.00 per hour**				**$150 per student**	22 Districts charged no fee for TE programs in 2007

*This information was compiled by the Montana Office of Public Instruction from 2006 - 2007 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs.



AN ADAPTED/ ILLUSTRATED VERSION OF THE MONTANA DRIVER'S MANUAL for OBTAINING A LICENSE TO DRIVE

2007 Edition

Montana Office of Public Instruction
Linda McCulloch, Superintendent
www.opi.mt.gov

Montana Department of Justice
Motor Vehicle Division
www.doj.mt.gov/driving

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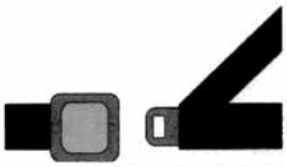
SAFETY BELTS AND CHILD RESTRAINTS



Before you drive, always buckle your seat belt.
Montana law requires all people in a car to wear safety belts at all times, even if the car has air bags. Studies have shown that using safety belts greatly reduces your chances of being hurt or killed in a crash.

The safest place for children is buckled in the middle of the back seat. If children are in the front seat and the airbags go off, kids can be badly hurt or even die.

Babies and children under 6 years of age and who weigh less than 60 pounds must be in a safety seat. Do not hold a child on your lap. Children must be in a safety seat or safety belt at all times.

Loose Objects

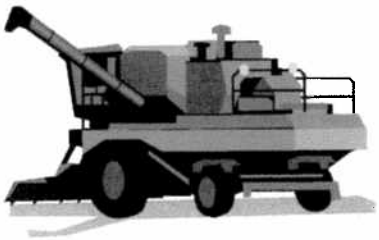
Make sure things in the car are put away. If you need to stop quickly, loose things can fly around and hurt someone. Things on the floor could roll under the brake pedal and keep you from being able to stop. If something falls on the car floor, pull over safely to the side of the road and stop before you try to pick it up and put it away.

HORN

Every vehicle must have a **HORN** which can be heard for 200 feet. Know where the horn is located so you can find it when you need to warn someone. It could save your life.

SLOW MOVING VEHICLES

This sign must be put on slow machinery and vehicles which go slower than **25 M.P.H.** When slow machines travel on the road, they must have this sign on the rear. It warns drivers to slow down or they may run into the big, slow machine.



SAMPLE

DISTRACTED DRIVING

The human mind can only deal with one thing at a time.

- What we call multi-tasking actually isn't
- Your brain is dealing with one thing at a time, shifting between things very quickly

You risk a crash when you try to do something else while you drive and when you look away from the road ahead.

"I LOOKED BUT DIDN'T SEE"

Driving already requires skill and judgment to adjust speed, check traffic and avoid hazards. When you throw in another task, **LOOK OUT!**

AVOID DISTRACTIONS

- Plan ahead – check maps, music and vehicle controls before you drive
- Take care of phone calls, makeup and eating before you drive
- Wait until you get where you are going
- Pull over to the side of the road at a safe place and **STOP** if you need to do any of these things:

  - **Talk on a cell phone**
  - **Look at a map**
  - **Reach for something on the floor or backseat**
  - **Eat**
  - **Apply makeup or shave**
  - **Care for children or pets**
  - **Change a CD**
  - **Adjust vehicle controls**

CELL PHONES!

Keep your eyes on the road and your hands on the wheel.

SAMPLE

Montana DRIVE

Summer Workshops

Workshops are scheduled during June, July, and August for drivers wishing to learn and practice techniques for handling critical and emergency driving situations.

One-Day Workshops

One-Day Workshops provide classroom instruction and behind-the-wheel training from 8:00 a.m. to 6:00 p.m.
Cost—$250

Half-Day Workshops

Half-Day Workshops are refresher courses for individuals who have completed a One-Day Workshop and wish to sharpen their driving skills.
Cost—$150

Registration and Refund Policy—Payment in full is required for reservation confirmation. Make checks payable to OPI Montana DRIVE. We accept checks, purchase orders, Visa and MasterCard.

Notify our office as soon as possible if you need to cancel or send a substitute.

Refunds are available as follows:

- Refund with 20 or more days advance notice—90 percent;
- Refund with 10-19 days advance notice—50 percent; or
- Less than 10 days—No refund but you can send a substitute with prior notification.

Montana DRIVE

DRiver In-Vehicle Education

Workshop Content

Drivers learn techniques to manage risks and vehicle dynamics with our experienced professional instructors.

Visit our Web page at
www.MontanaDRIVE.mt.gov
for information, maps, workshop schedules and registration

- **Direction/ Motion Control -** Strengthen risk managing driving behaviors through proper visual skills, use of steering and throttle control while driving through a series of cones.
- **Evasive Steering** - Acquire the savvy to avoid a crash by steering around an object in a shorter distance than would be possible by trying to stop the vehicle.
- **Controlled Braking** - Develop the ability to achieve maximum braking while still maintaining vehicle directional control.
- **Skid Control** - Experience how vision and targeting can quickly manage a skid and regain control.
- **Off-Road Recovery** - Learn techniques for safely returning to the roadway after running off the edge of the pavement.

- **Cornering -** Manage the risk dynamics of cornering through good vision and proper lane placement, braking, steering [illegible] cceleration.

Montana DRIVE

DRiver In-Vehicle Education

Since 1979, advanced driving workshops have been held at the Montana DRIVE facility adjacent to the Lewistown Airport. Our fleet includes school buses, sedans, an ambulance, fire truck, dump truck, suburban and a 15 - passenger van.

In-vehicle instructors observe all driver actions and provide immediate feedback during each vehicle exercise. Three workshops participants drive with a professional Montana DRIVE instructor in each vehicle as they explore risk management techniques and vehicle control.

Workshops fill quickly!

On a first-come, first-served basis, only 12 persons will be selected for each workshop.

Contact Information and Registration:

www.MontanaDRIVE.mt.gov

Telephone: (406) 444-4432

E-Mail: MontanaDRIVE@mt.gov

02/07

Montana DRIVE Workshop Registration

Montana DR.I.V.E. Driver In-Vehicle Education OPI

Check available dates and register on-line at:
www.MontanaDRIVE.mt.gov
Telephone: (406) 444-4432 or
E-Mail: MontanaDRIVE@mt.gov to
confirm your workshop date.

DATE_____
Workshop date confirmed with the OPI

Person making reservation_____

Contact telephone_____

Name_____
Attach a list of names when registering more than one driver.

Address_____

City_____

State_____ ZIP Code_____

Daytime telephone_____

E-mail_____

Employer_____

Your occupation_____

Return registration with your check
or purchase order to:
OPI Montana DRIVE
PO Box 202501
Helena, MT 59620-2501

This Program is administered by the
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Montana Department of Transportation
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Cut here

Space is limited!
Register ASAP!!

Montana DR.I.V.E. Driver In-Vehicle Education OPI

Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

Montana DR.I.V.E. Driver In-Vehicle Education OPI

Develop Skills to Respond Safely to Driving Risks

OPI

Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: (406) 444-4432
Fax: (406) 444-2955
MontanaDRIVE@mt.gov
www.opi.mt.gov

GDL
Graduated Driver License

Driving in Montana

Instruction Permits and Learner Licenses

TEP – Traffic Education Permit valid only during approved traffic education (TE) course
Drive only with instructor during Driver Education class.

TELL – Traffic Education Learner License valid for one year
Drive only with TE instructor or licensed parent or legal guardian during and after successful completion of approved TE course.

Instruction Permit /Learner License valid for one year
Drive with licensed parent or legal guardian or licensed driver age 18 and older authorized by parent.

AGE **14** **14 ½** **15** **16** **17** **18**

PERMITS USED FOR TRAFFIC EDUCATION			
TEP Traffic Education Permit	**AGE*-** enrolled in approved traffic education program *Enrollment age is subject to school policy	**DURATION** Only during approved traffic education course with traffic education instructor. TEP expires at the end of class	**RESTRICTION** Drive only with approved traffic education instructor during driver education class
TELL - Traffic Education Learner License	**AGE** at least 14 ½ and enrolled in or successfully completed approved traffic education course	**DURATION** Valid for one year May use until eligible for Restricted License	**RESTRICTION** Drive only with traffic education instructor, licensed parent or legal guardian**

****NOTE: IF PARENTS OR LEGAL GUARDIANS WANT THEIR STUDENT TO DRIVE WITH OTHER ADULTS DURING THE GDL PERMIT PHASE, STUDENTS MUST OBTAIN AN INSTRUCTION PERMIT**

PERMIT AVAILABLE AFTER OR WITHOUT TRAFFIC EDUCATION			
Instruction Permit **(IP)**/ Learner License	**AGE** 15 after successful completion of approved traffic education course; or age 16 without traffic education	**DURATION** Valid for one year	**RESTRICTION** Drive only with licensed parent, legal guardian or licensed driver age 18 or older authorized by parent

GDL Restricted License	Full Privilege Driver License
BEGINS after student has had any combination of TEP, TELL or IP at least **six months** AND while holding the permit(s), the student has completed **50 hours** of supervised driving practice – 10 hours must be at night	**BEGINS** after student has completed one-year GDL restricted license period or if the student turns 18 before the one-year restricted license period is complete, when the student turns 18
DURATION One Year	**DURATION** EXPIRES ON 21ST BIRTHDAY
GDL RESTRICTIONS - ➢ First 6 months only one unrelated passenger ➢ Second 6 months up to 3 unrelated passengers ➢ Each occupant must wear a seat belt ➢ No driving between 11:00 p.m. and 5:00 a.m. **Exceptions** to night driving restrictions include emergencies, travel to and from school, church, or work and farm related activities	**REMEMBER** **Drive Safely** **Follow the rules of the road** **Everyone wears a seat belt** **Drive sober**

OPI Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

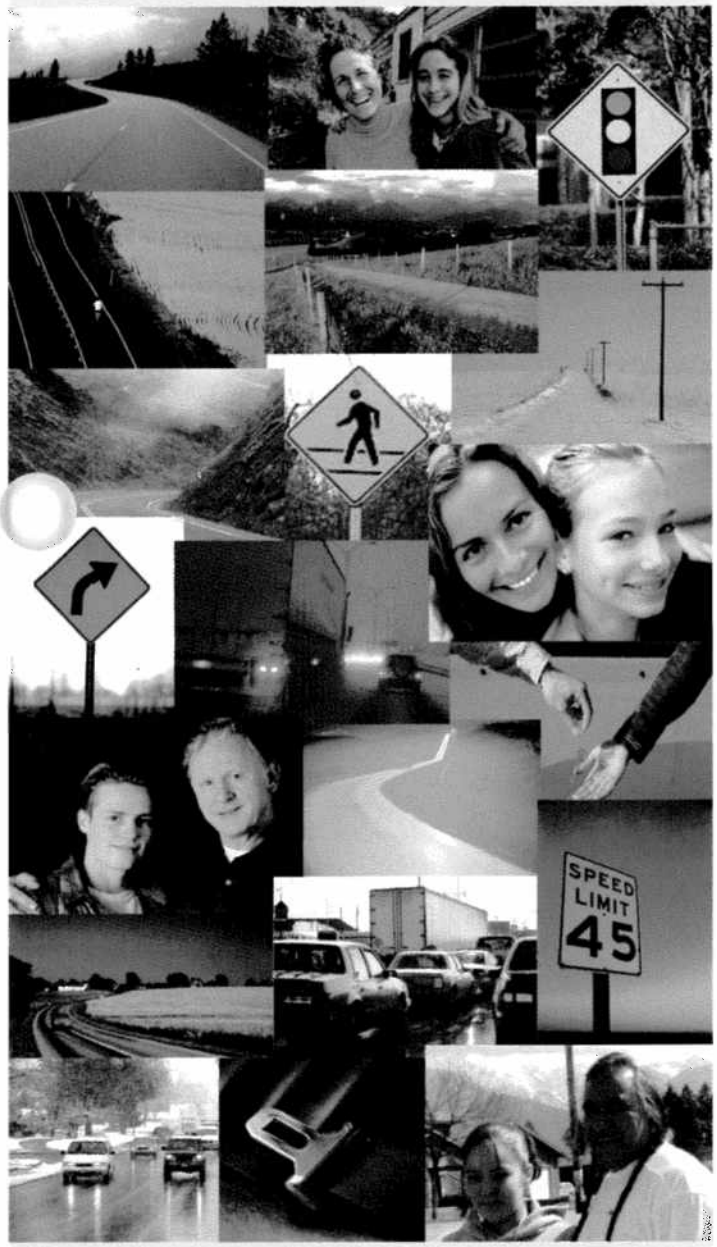
MVD Department of Justice - Motor Vehicle Division - www.doj.mt.gov/driving

September 2007

The Parent Role In Teen Driving and Graduated Driver Licensing

GDL

in Montana



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THE PARENT ROLE IN TEEN DRIVING

Welcome *to the world of teen driving! Teen driving is an exciting time for families. Teenagers want to drive and parents want to reduce their "chauffer" duties. However, teen driving is dangerous. Motor vehicle crashes are the leading cause of death and injury for teenagers because teens lack driving experience. Graduated Driver Licensing (GDL) laws in Montana aim to decrease this risk by introducing teenagers to the "art of driving" in phases. Parents are also needed to help increase the safety of their teenage drivers by knowing and fulfilling the "Parent Role in Teen Driving."*

What is the Parent Role in Teen Driving?

1. **Know Montana's GDL laws**
2. **Supervise teen driving**
3. **Set family driving rules and limits**
4. **Impose consequences for violations**

Why is the Parent Role in Teen Driving So Important?

- **Because parents will know** that they are doing what they can to increase the safety of their teen drivers
- **Because parents will know** first hand how their teenagers are progressing toward becoming safe drivers
- **Because parents will know** where their teens are and what they are doing so that they do not take unnecessary risks

1. KNOW MONTANA'S GDL LAWS

The following summarizes Montana's GDL laws that go into effect July 1, 2006.

STEP 1 – Instruction Permit

Who: Anyone under age 18 that does not have a driver's license or permit before July 1, 2006

When: When permit is obtained in a state-approved driver education program at age 14 ½ or without driver education at age 16

How long: Minimum of 6 months

Conditions:

- 50 hours of **supervised driving (at least 10 hours must be at night)** by a licensed parent/guardian or another licensed driver age 18 or older approved by parent/guardian
- Each occupant must wear a seatbelt
- NO traffic or alcohol/drug citations

STEP 2 – Restricted License

When: When Step 1 is successfully completed

How long: 1 year or until age 18

Conditions:

- Each occupant must wear a seatbelt
- NO unsupervised driving between 11:00 pm and 5:00 am (limited exceptions may apply)
- For the first 6 months, no more than 1 non-family passenger under age 18
- For the second 6 months, no more than 3 non-family passengers under age 18

STEP 3 – Full Privilege License

When: When Step 2 is successfully completed or reach age 18

Visit www.opi.mt.gov/mcasearch/ to view the full text of this law, including how GDL applies to motorcycles (codified at M.C.A. 61-5-131 to 134)

2. SUPERVISE YOUR TEEN'S DRIVING

Driver education is the beginning of the process of learning to drive, but teens need many, many hours of practice to become safe drivers. Thus, MT GDL laws require parents to provide their teens with a minimum of 50 hours of practice driving before they are eligible for a restricted license. Many teenagers may require even more.

Parent Tips for Supervising Driving

PRACTICE, PRACTICE, PRACTICE!! Practice as much as possible, *even after your teen gets a restricted license*

Who: Practice with teen and parent *only* in the vehicle. And, remember 3 things:

1. Remain calm and focused
2. Making mistakes is part of learning
3. Practice driving is serious, but should also be interesting and engaging

What: Practice the driving skills that your teen is learning. Begin with basic skills such as turning, parking, and backing up. Then, practice more complex skills such as changing lanes and merging

When: In the beginning, practice in daylight and good weather. As your teen's skills increase, *gradually* expose your teen to different driving conditions, including a variety of roads, weather, and times of day

Where: In the beginning, practice in safe, low-risk driving conditions. Start out in empty parking lots or remote rural roads. As your teen's skills increase, progress to quiet neighborhood streets and later to busier roads and highways

Why: Learning to drive is a complex, ongoing process requiring responsibility and dedication from both parents and teens. New drivers need a lot of practice to gain enough experience to handle daily driving hazards and unexpected situations. Teens will show the greatest improvement in the first 1,000 to 5,000 miles of driving

Remember

Be in the "practicing mood": Practice when you are both ready, are in good moods, and have sufficient time

Adjust mirrors and seats before starting the vehicle

Always wear your seatbelts and use your headlights day and night!

Come to a complete stop: At stop signs and for right turns at red lights

When proceeding from a stop: Look left, then right, then straight ahead, and then left again before proceeding

Keep your eyes moving: Use your mirrors to check around and behind the vehicle every 6-8 seconds

Keep at least a 4 second space between your vehicle and others

Avoid the "No-Zone" with trucks or busses: This is about 15 feet on all sides. If you cannot see truck drivers in their mirrors, they cannot see you either

Speed increases braking distance: Double your speed / quadruple your braking distance

Vehicle weight increases braking distance: Double your weight / double your braking distance

Use a Driving Log

It will take about 2 hours per week for 6 months to complete 50 hours of practice driving:

- Use the driving log on the following pages to track your teen's practice driving and your teen's progress toward becoming a safe driver!

PRACTICE DRIVING LOG

Continue to track your teen's 50 hours of practice driving (including 10 hours at night).

Date	Conditions & Skills EX: night driving, turns	Amount of Time	Initials

Limit Distractions and Driving

Require your teen to limit distractions while driving. Because driving is a new task for teenagers, they really need to focus. So, require your teenager to reduce or eliminate distractions while driving.

- **Prohibit cell phone use while driving:** Require your teen to stop at a safe place, preferably a parking lot, to make or receive a call
- **Prohibit other "technical distractions" while driving:** Prohibit playing with the radio, CDs, two-way radios, computers, games, etc., while driving
- **Prohibit "horseplay" from passengers while driving:** Require your teen to keep passenger play to a minimum while driving
- **Prohibit eating and drinking while driving:** Prohibit your teen from consuming food and drink while driving
- **Prohibit drowsy driving:** Make sure your teen knows not to drive a vehicle if he or she is sleepy due to alcohol use, late nights, prescription medications, etc.
- **Prohibit emotional driving:** Make sure your teen knows not to drive when they are highly emotional, whether it be happy, mad or sad!
- **Talk about it!** Think about other driving distractions and discuss them with your teen

Choose an Appropriate Vehicle

Choose a safe, reliable vehicle for your teen driver:

- Mid- to full-size sedans and station wagons with small engines and airbags are safest for teen drivers
- Under certain conditions, small trucks and SUVs may be more prone to roll-overs than other types of vehicles
- High-performance cars may encourage youth to drive beyond their experience level

4. IMPOSE CONSEQUENCES FOR VIOLATIONS

The purpose of having state and family driving rules and limits is to increase the safety of your teen driver. However, rules and limits will not work if they are not enforced. The state will do its part to enforce penalties for violations of state laws. However, parents must do their part to enforce compliance to state and family driving rules and to enforce consequences for violating them.

State-imposed Penalties

Consequences for Step 1 offenses:

- Your teen will not be allowed get a restricted license if any of the following offenses occur — fewer than 50 hours of supervised practice, a seat belt violation, a traffic violation or an alcohol/drug violation

Penalties for Step 2 violations:

- With a restricted license, violations include a seatbelt violation, a night driving restriction violation, or a passenger restriction violation
- **First Offense:** 20-60 hours of community service
- **Second Offense:** community service plus suspension of driver's license for 6 months

Parent-imposed Consequences

Make consequences relate to losing driving privileges:

- For a day, weekend, week, month, etc., depending on the violation
- Other consequences will not be as effective in sending the messages: "You must be a responsible driver " and "I am serious about you following the rules and limits for driving"

Make consequences known: Set consequences for common violations *before they occur* so that your teen knows what to expect

- Getting a speeding ticket
- Coming home < 30 minutes after curfew
- Coming home > 30 minutes after curfew
- Lying about their whereabouts

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Motor Vehicle Division
www.doj.mt.gov

Office of Public Instruction
Traffic Education Program
www.opi.mt.gov

Department of Transportation
Highway Traffic Safety Division
www.mdt.mt.gov

Montana Traffic Education Association

Montana Council for Maternal & Child Health
mcmch@sy-key.com

Montana Chapter, American Academy of Pediatrics
www.aap.org

MT DPHHS, EMS & Trauma Systems Section http:\\montanaems.mt.gov

Montana Motor Carriers Association
www.mttrucking.org

Additional Resources about Teen Driving

- Partners for Safe Teen Driving
  http://www.safeteendriving.org/
- Road Ready Teens
  http://www.roadreadyteens.org/
- NETS Network of Employees for Traffic Safety http://www.trafficsafety.org/worklife/novice.asp
- National Safety Council
  http://www.nsc.org/issues/teendriving/
- National Highway Traffic Safety Administration http://www.nhtsa.dot.gov

EXECUTIVE SUMMARY
DATE: JANUARY 2008

RESENTATION: Traffic Education Resolution

PRESENTER: David Huff
Traffic Education Director
Office of Public Instruction

OVERVIEW: For the reasons articulated in the proposed resolution, the Montana Comprehensive Highway Safety planning coalition has identified several priorities to help improve traffic safety among Montana's young drivers and those who share the roadway with them. One countermeasure is increasing support and activities in Montana public schools related to traffic safety as a means of increasing knowledge and good experience with pre-driving K-8 children using Montana's roads and streets.

The proposed resolution represents one way to increase awareness of this important issue among schools, and to encourage schools to include traffic safety education and activities. In addition to this proposed resolution, other items are also being investigated. One is to develop an activity book for schools similar to the very popular "Mind & Body" activity book, but providing age-appropriate activities that improve the child's knowledge, awareness and skills about traffic safety behaviors.

EQUESTED DECISION(S): None at this time

OUTLYING ISSUE(S): n/a

RECOMMENDATION(S): Consider for adoption at a future meeting

Proposed K-8 Traffic Safety Education Resolution for Montana Board of Public Education

Improving Traffic Safety Education in Montana Schools for Young Highway and Street Users as Passengers, Pedestrians, Bicyclists and Future Young Drivers

WHEREAS, the leading cause of death for age groups 1 – 44 is by traffic crashes, and the leading cause of unintentional injury caused deaths for age groups 1 – 64 is traffic crashes (source: Center's for Disease Control and Prevention [CDC]); and

WHEREAS, traffic crashes are within the top 7 causes of injuries treated in hospitals for age groups 5 – 14 and in the top 4 causes of injuries treated in hospitals for age groups 15 – 65+ (source: CDC); and

WHEREAS, in 2006, 8 Montana children ages 5 – 14 died and 563 were injured as a result of traffic crashes; and 27 Montana teens ages 15-19 died and 1,769 were injured as a result of traffic crashes (source: Montana Department of Transportation [MDT] Traffic Safety Problem Identification [ID]); and

WHEREAS, in 2006, 25 Montana children in the 5 – 14 age group either died or were seriously injured as pedestrians hit by a motor vehicle, (Source MDT Traffic Safety Problem ID); and

WHEREAS, the National Highway Traffic Safety Administration states that motor vehicle crashes are the leading cause of death for the age group 2 – 14 and 43% of school age pedestrian fatalities occur between 3 p.m. and 7 p.m.; and

WHEREAS, safety studies have identified key school pedestrian and traffic safety issues including
(1) unsafe routes to school,
(2) speeding/reckless driving in school zones,
(3) unsafe parking and drop-off/pick-up practices,
(4) school bus loading zone conflicts and double parking,
(5) unclear school area signs and crosswalks with low visual impact and recognition,
(6) poorly maintained/faded crosswalks and signs,
(7) utility construction and street/public works hazards,
(8) inadequate crossing guard program funding,
(9) lack of sustainable school safety education/staff training, and
(10) inconsistent enforcement and parking control intervention
(California 2001 PTA Resolution); and

WHEREAS, the need for traffic engineering, new safety technologies, education outreach, and the enforcement of safe driving laws are recognized by safety experts as vital to improving safe routes to and from schools by reducing hazards and increasing student, community, and motorist awareness; and

WHEREAS, bicycle helmets, safety belt use, child safety seats, comprehensive injury prevention curricula, local and state level policies and resolutions are all proven injury prevention strategies; and

WHEREAS, school environments provide an excellent opportunity to incorporate research based education and behavioral strategies designed to develop positive decision making skills in children; and

WHEREAS, the Federal Highway Administration, the National Highway Traffic Safety Administration, the Centers for Disease Control and Prevention and a host of national professional safety organizations all support some form of safe passages to school, and the Montana Department of Transportation has provided funding for Safe Routes to Schools in local Montana communities and technical support of those projects through Montana's Healthy Mothers, Healthy Babies; and

WHEREAS, the vision of the Montana Board of Public Education includes the constitutionally-expressed "goal of the people to establish a system of public education which will develop the full educational potential of each person," and reaching the full potential of each student requires students to be healthy, safe and as free as possible from the risk of injury and death; and

WHEREAS, an established health enhancement standard of the Montana Board of Public Education for the end of grade 4 is for the student to identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, and stress management (Health Enhancement Standard 1); and

WHEREAS Montana's Comprehensive Highway Safety Plan calls for revitalizing efforts to encourage K-8 Traffic Safety Education in elementary and middle schools as a long term means of preparing teens to drive before entering into driver education.

THEREFORE BE IT RESOLVED: The Montana Board of Public Education supports continued development and implementation of injury prevention education for all students in Montana schools in conjunction with strategies than encompass environmental and regulatory approaches; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education supports a balanced approach to the implementation of proven strategies that recognize the magnitude of the problem of traffic safety, intentional and unintentional injuries; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education is committed to improving collaboration with other national organizations, federal and state agencies and local communities on this critical issue of traffic safety education as young vehicle passengers, bicycle riders, pedestrians and future drivers; and

THEREFORE BE IT FURTHER RESOLVED: The Montana Board of Public Education endorses the provision of traffic education activities for K-8 students in Montana schools to provide age appropriate traffic safety training for age related mobility and use of the highway transportation system and the streets and roads of our cities, towns and communities, through a locally developed education strategy.

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Injury and Violence	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Rode a bicycle and never or rarely wore a bicycle helmet during the past 12 months	92.0	87.5	86.8	85.1	83.4	82.3	83.8
Never or rarely wore a seat belt when riding in a car driven by someone else	31.9	32.0	23.1	19.8	17.8	13.9	14.2
Never or rarely wore a seat belt when driving a car				18.7	19.5	15.8	14.9
Rode in a car driven by someone who had been drinking alcohol during the past 30 days	48.1	46.6	43.1	39.3	36.9	34.4	32.9
Drove a car when they had been drinking alcohol during the past 30 days	27.4	26.7	22.7	21.8	20.4	18.5	16.0
Carried a weapon such as a gun, knife, or club during the past 30 days	22.6	23.8	20.3	21.4	19.4	21.4	22.1
Carried a gun during the past 30 days	9.4	9.8	8.6	9.0	8.7	9.0	7.8
Carried a weapon on school property during the past 30 days	12.4	12.4	9.2	8.7	7.2	10.2	9.7
Did not go to school because they felt unsafe at school or on their way to or from school during the past 30 days	2.8	4.4	3.0	5.5	3.4	4.2	4.2
Had been threatened or injured with a weapon on school property during the past 12 months	6.3	7.1	6.5	8.5	7.1	8.0	7.0
Had property such as their car, clothing, or books stolen or deliberately damaged on school property during the past 12 months					28.9	30.1	28.6
Were in a physical fight during the past 12 months	34.5	32.2	32.1	31.6	28.6	30.5	32.8
Were injured in a physical fight that required medical treatment during the past 12 months	3.9	2.9	3.7	3.6	3.4	3.6	3.7
Were in a physical fight on school property during the past 12 months	14.4	13.6	12.7	12.2	10.3	10.9	12.0
Were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months			10.5	10.3	11.7	10.9	10.6
Have ever been physically forced to have sexual intercourse when they did not want to				8.8	9.8	10.2	8.8
Felt so sad or hopeless for two weeks or more in a row that they stopped doing some usual activities during the past 12 months			25.9	26.6	26.4	25.6	25.8
Seriously considered attempting suicide during the past 12 months	21.8	23.9	18.6	19.4	18.9	17.5	15.1
Made a plan about how they would attempt suicide during the past 12 months	19.2	18.7	15.6	16.3	14.8	14.6	13.2
Actually attempted suicide during the past 12 months	8.5	8.4	6.7	10.4	9.7	10.3	7.9
Had a suicide attempt resulting in injury, poisoning, or overdose that required medical treatment during the past 12 months	2.8	2.4	2.5	3.7	3.0	3.1	2.7

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Tobacco Use	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Ever tried cigarette smoking	72.8	73.4	70.3	66.5	61.0	55.4	52.1
Smoked a cigarette before age 13	26.0	26.1	24.7	25.0	20.7	17.6	14.7
Smoked a cigarette on one or more of the past 30 days ("current")	34.8	38.1	35.0	28.5	22.9	20.1	20.0
Smoked cigarettes on 20 or more of the past 30 days ("frequent")	16.8	19.3	18.0	14.9	10.8	8.8	8.1
Among current smokers, smoked more than 10 cigarettes per day on the days they smoked during the past 30 days	13.2	12.1	11.5	12.6	10.8	7.7	7.7
Usually got their cigarettes by buying them in a store or gas station during the past 30 days				11.5	10.1	9.3	9.3
Smoked cigarettes on school property during the past 30 days	15.4	15.3	14.0	10.4	7.7	7.0	6.2
Ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days ("regular")				23.2	17.3	15.2	12.9
Among current smokers, tried to quit smoking during the past 12 months				65.6	60.9	60.4	55.0
Used chewing tobacco, snuff, or dip during the past 30 days	22.8	21.0	18.2	15.7	13.2	14.8	12.9
Used chewing tobacco, snuff, or dip on school property during the past 30 days	15.2	13.3	9.7	9.3	7.7	8.2	7.3
Smoked cigars, cigarillos, or little cigars during the past 30 days			20.4	14.8	14.1	17.6	15.5
Smoked cigarettes or cigars or used chewing tobacco, snuff, or dip during the past 30 days			45.0	37.7	30.9	31.4	30.0

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Alcohol and Other Drug Use	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Had at least one drink of alcohol during their life	84.0	84.3	86.1	82.9	81.1	77.8	77.8
Had first drink of alcohol before age 13	39.3	38.8	33.4	35.1	30.4	27.8	25.9
Had at least one drink of alcohol during the past 30 days ("current")	58.2	59.0	57.6	54.1	49.5	48.6	46.5
Had five or more drinks of alcohol in a row during the past 30 days ("binge drink")	43.1	44.1	43.6	41.4	37.3	34.4	32.7
Had at least one drink of alcohol on school property during the past 30 days	9.8	8.4	7.2	6.9	6.7	6.4	5.7
Used marijuana during their life	35.0	45.1	45.0	46.7	43.9	41.7	39.1
Tried marijuana before age 13	6.9	9.7	11.8	12.3	11.0	11.2	9.5
Used marijuana during the past 30 days ("current")	20.1	26.9	25.5	27.1	23.1	22.3	21.0
Used marijuana on school property during the past 30 days	6.3	8.9	7.5	7.7	6.4	6.1	5.0
Used any form of cocaine during their life	6.1	9.6	9.8	9.4	8.7	9.5	8.3
Used any form of cocaine during the past 30 days ("current")	2.8	4.1	4.0	4.0	3.8	4.0	2.9
Used inhalants during their life	20.9	20.8	16.5	15.0	13.8	15.4	16.2
Used heroin during their life			2.8	4.0	3.2	3.6	2.5
Used methamphetamines during their life			13.5	12.6	9.3	8.3	4.6
Used ecstasy during their life					6.1	6.3	6.0
Took steroid pills or shots without a doctor's prescription during their life	3.7	4.2	4.1	5.3	4.7	4.4	2.8
Used a needle to inject any illegal drug into their body during their life	2.5	2.8	2.4	2.7	2.6	3.6	2.0
Were offered, sold, or given an illegal drug on school property during the past 12 months	29.6	34.6	30.0	29.5	26.9	25.3	24.9

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Sexual Behaviors	**1995**	**1997**	**1999**	**2001**	**2003**	**2005**	**2007**
Percentage of students who . . .							
Ever had sexual intercourse	47.0	45.9	42.5	43.9	43.6	43.6	45.7
Had sexual intercourse before age 13	6.3	6.5	5.3	5.3	5.9	5.1	5.1
Had sexual intercourse with four or more people during their life	15.4	15.5	12.1	13.8	14.0	13.1	13.7
Had sexual intercourse during the past three months ("current")	32.2	31.5	29.2	30.7	29.9	31.2	31.2
Drank alcohol or used drugs before last sexual intercourse	30.2	30.4	34.5	32.0	33.7	29.4	26.0
Currently sexually active and used a condom during last sexual intercourse	53.9	48.6	56.6	57.5	59.6	61.3	63.3
Currently sexually active and used birth control pills to prevent pregnancy before last sexual intercourse	19.5	21.6	20.1	23.1	24.1	23.8	23.4
Had ever been taught about AIDS or HIV infection	91.1	93.2	91.2	90.2	88.1	90.0	89.7

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Weight Management and Dietary Behaviors	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Were at risk for becoming overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index)			10.8	11.3	11.6	12.8	13.3
Were overweight (i.e., at or above the 95th percentile for body mass index)			6.2	6.1	8.1	9.3	10.1
Described themselves as slightly or very overweight	29.2	28.2	30.2	30.1	30.8	31.7	29.1
Were trying to lose weight	41.5	41.7	40.2	42.0	41.6	42.6	43.6
Exercised to lose weight or to keep from gaining weight during the past 30 days	53.5	53.2	58.0	60.1	60.2	59.7	61.4
Ate less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight during the past 30 days			39.1	39.3	39.5	39.6	38.8
Went without eating for 24 hours or more to lose weight or to keep from gaining weight during the past 30 days			10.8	13.9	11.6	12.1	12.0
Took diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight during the past 30 days			7.2	7.2	6.7	5.9	6.3
Vomited or took laxatives to lose weight or to keep from gaining weight during the past 30 days	5.6	6.9	4.8	5.4	6.0	6.3	5.6
Drank 100% fruit juices during the past seven days			85.1	83.4	81.7	81.3	82.2
Ate fruit during the past seven days			89.1	88.1	87.8	87.3	88.9
Ate green salad during the past seven days			76.2	74.8	72.3	71.9	70.4
Ate potatoes during the past seven days			80.0	78.5	77.1	73.1	73.8
Ate carrots during the past seven days			59.8	60.3	58.5	57.5	57.3
Ate other vegetables during the past seven days				87.3	85.2	84.7	85.0
Ate five or more servings per day of fruits and vegetables during the past seven days			19.5	19.4	16.7	17.0	17.1
Drank three or more glasses per day of milk during the past seven days			27.1	25.5	22.5	21.5	18.7

2007 Youth Risk Behavior Survey
Montana High School
Trend Report

Physical Activity	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Were physically active for a total of at least 60 minutes per day on five or more of the past seven days						31.2	44.9
Watched three or more hours per day of TV on an average school day			24.4	23.5	25.3	26.3	22.2
Attended physical education (PE) classes on one or more days in an average week when they were in school	53.1	53.6	53.6	52.3	55.7	58.1	53.8
Attended physical education (PE) classes daily in an average week when they were in school	34.3	32.7	35.8	31.3	32.6	34.0	32.8
Played on one or more sports teams during the past 12 months			64.4	60.1	60.5	61.7	59.6

Other	1995	1997	1999	2001	2003	2005	2007
Percentage of students who . . .							
Had ever been told by a doctor or nurse that they had asthma						18.9	20.9

Pink – Non-Healthy Trends
Yellow- Healthy Trends

2007 Montana Youth Risk Behavior Survey

Summary Report

OPI
Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Survey

Unintentional Injuries and Violence

Tobacco Use

Alcohol and Other Drug Use

Sexual Behaviors

Dietary Behaviors

Physical Activity

This Summary Report complements the 2007 Montana Youth Risk Behavior Survey Report and contains information regarding risk behaviors of Montana youth in relation to:

- Intentional and unintentional injuries;
- Tobacco use;
- Alcohol and other drug use;
- Sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies;
- Nutrition and dietary behavior; and
- Physical activity.

The 2007 Montana Youth Risk Behavior Survey (YRBS) was conducted in February 2007. The Montana YRBS results are based on a random sampling completed by 4,030 high school students. The results are representative of all students in grades 9-12 in Montana. The Office of Public Instruction acknowledges and appreciates the commitment, cooperation and support of the participating schools and their students.

Go to www.opi.mt.gov/YRBS to access all six Montana YRBS reports, Montana regional data, trend data, Montana versus U.S. data, and school-specific data. Reports are available for high school, grades 7-8, Native American students on reservations, Native American students in urban schools, alternative school students, and students with disabilities.

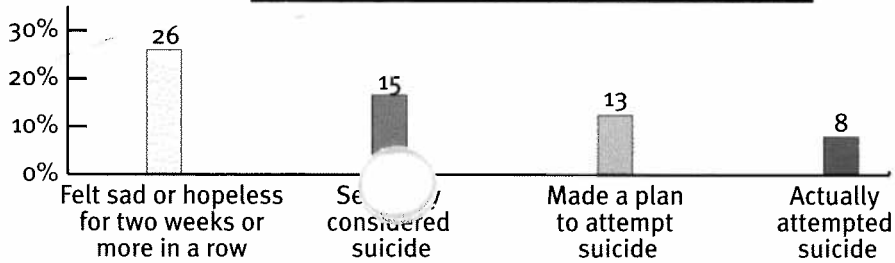
For more information on the Montana YRBS, contact the Office of Public Instruction,

VEHICLE-RELATED BEHAVIORS

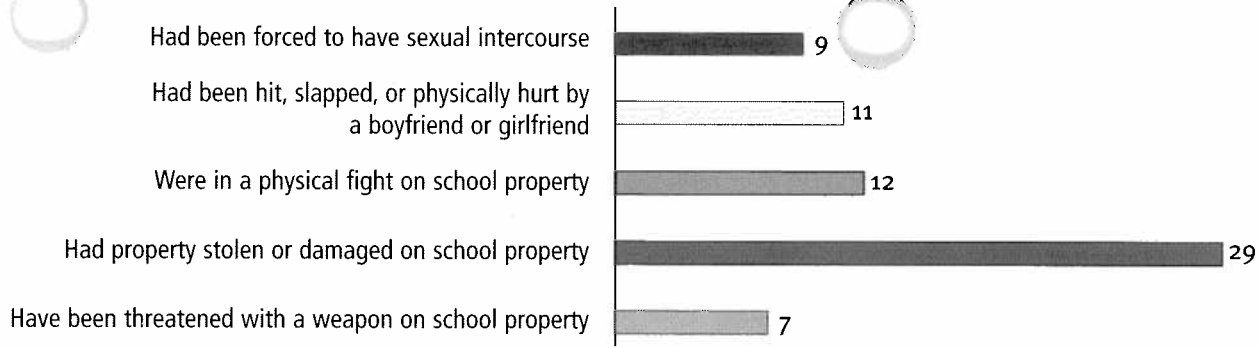
Percentage of students who. . .	All High School	GRADES 9th	10th	11th	12th
Always wore a seat belt when riding in a car driven by someone else	39%	39%	42%	37%	39%
Always wore a seat belt when driving a car	38%	29%	44%	40%	41%
Rode in a car driven by someone who had been drinking alcohol in the past 30 days	33%	28%	33%	34%	37%
Drove a car after they had been drinking in the past 30 days	16%	9%	13%	18%	24%

DEPRESSION AND SUICIDE-RELATED BEHAVIORS

8% of high school students have attempted suicide in the past year;
8% of 9th graders,
10% of 10th graders,
7% of 11th graders, and
6% of 12th graders.



VIOLENCE AND INTIMIDATION



52% of high school students have ever tried cigarette smoking.

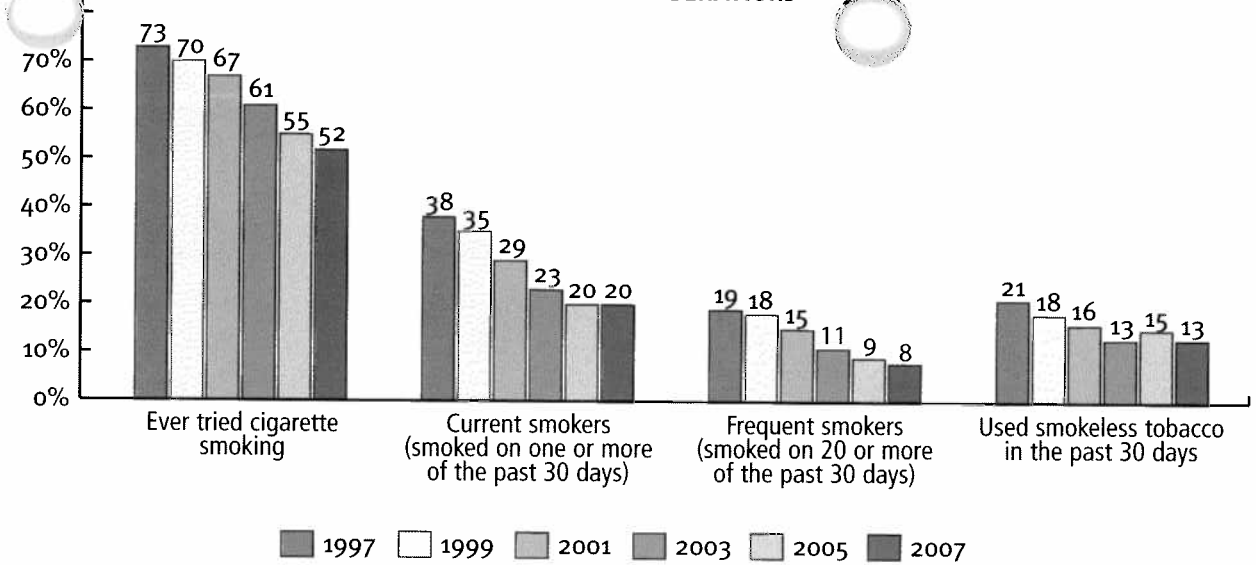
30% of high school students currently smoke cigarettes or cigars or use chewing tobacco, snuff or dip.

TOBACCO USE ON SCHOOL PROPERTY

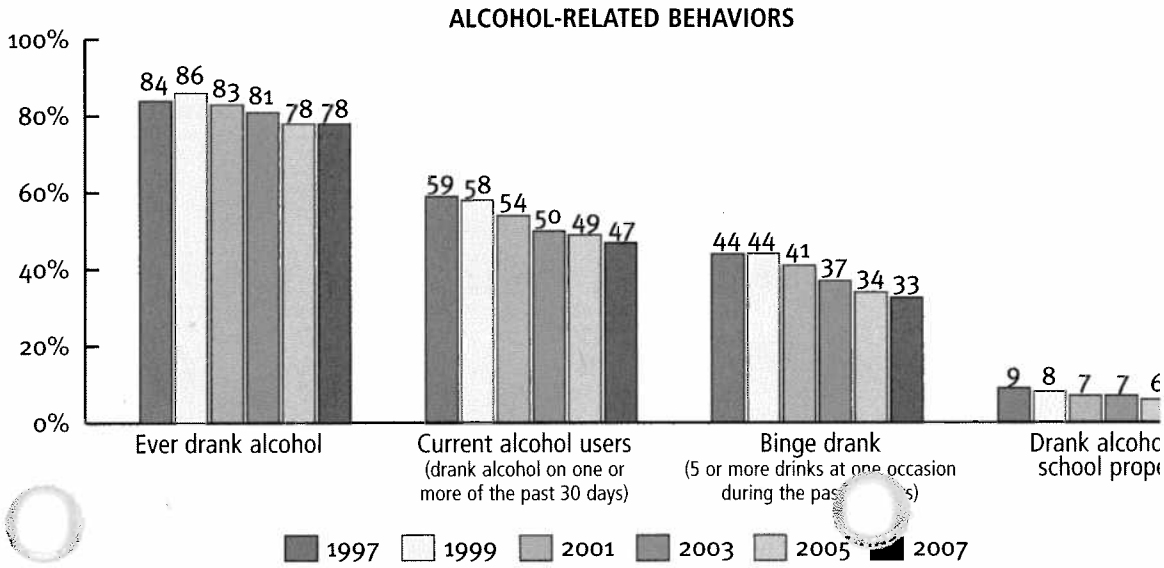
Percentage of students who. . .	
Smoked cigarettes on school property during the past 30 days	6%
Used chewing tobacco or snuff on school property during the past 30 days	7%

21% of high school females **currently smoke** cigarettes compared to 19% of high school males.

TOBACCO-RELATED BEHAVIORS



In 2007, 77.8% of Montana high school students have had a drink of alcohol, compared to 74.1 nationally (2005 YRBS, CDC)**; ranking the state amongst the highest in the nation for alcohol use by youth.**



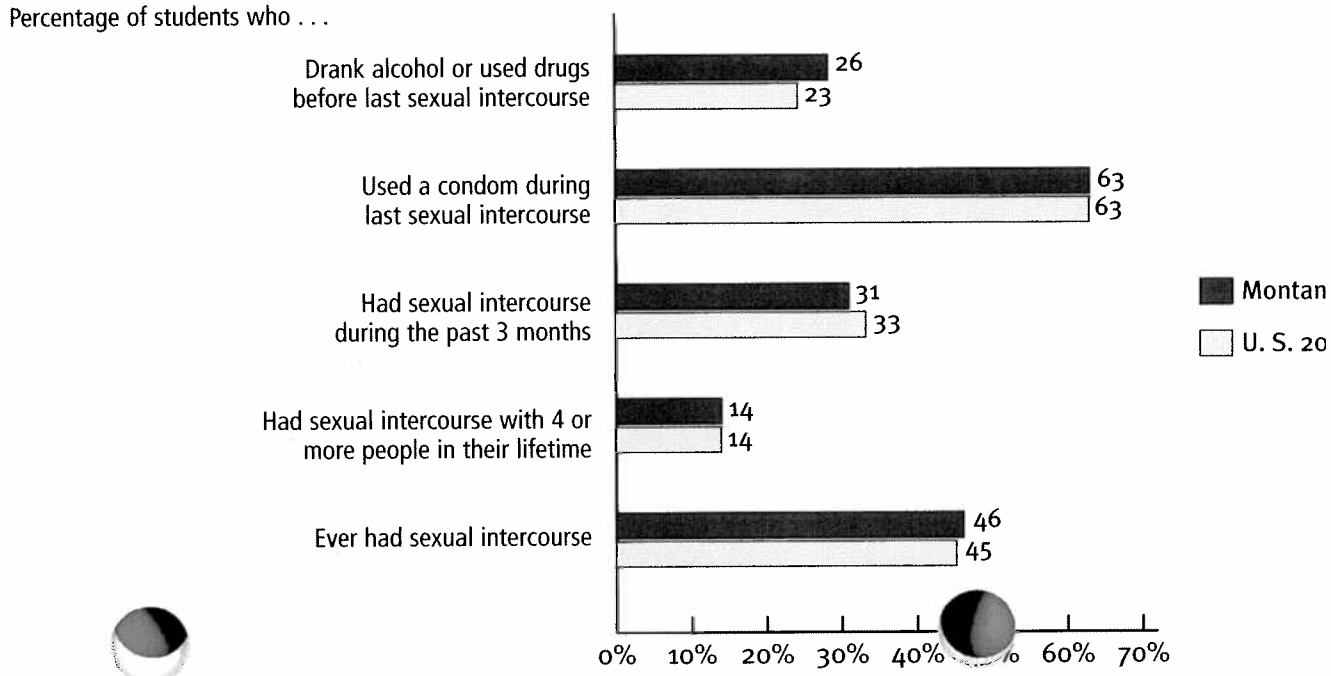
a students, before the age of 13. . .
have had their first drink of alcohol and 10% have used marijuana.

Met etamine use is reporte of M a high school students co 5.9% nationally.

Percentage of students who. . .	All High School	GRADES 9th	10th	11th
Ever drank alcohol	78%	69%	77%	81%
Ever used marijuana	39%	26%	37%	46%
Ever used cocaine	8%	6%	7%	10%
Ever used inhalants	16%	17%	18%	17%
Ever used heroin	3%	2%	2%	3%
Ever used methamphetamines	5%	4%	4%	6%

25% of Montana high school students have been **offered, sold, or given an illegal drug on school property** during the past 12 months.

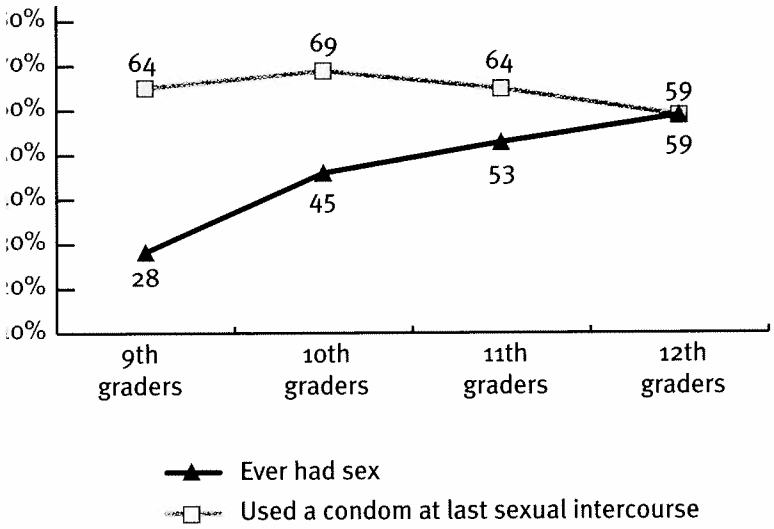
SEXUAL-RELATED BEHAVIOR COMPARISONS
(Montana vs. U.S.)



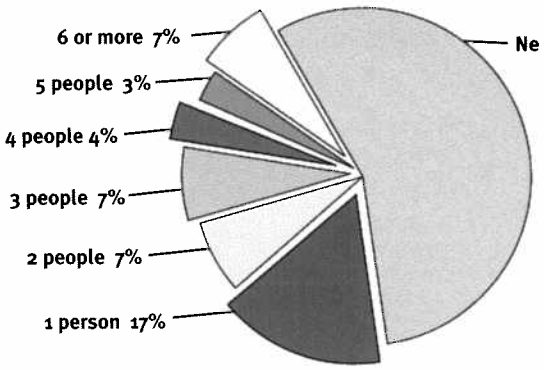
ontana students rank highest in the nation for alcohol or other drug before sexual intercourse.

In 2007, 46% of Montana high school students reportedly **have had sexual intercourse,** a decrease from 51% in 1993. Among sexually active students, 63% **used a condom** during last sexual intercourse, an increase from 49% in 1997.

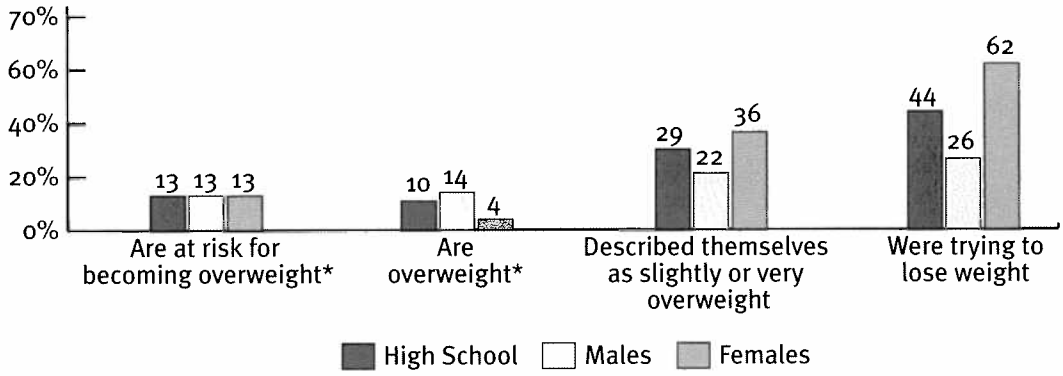
SEXUAL ACTIVITY AND CONDOM USAGE



NUMBER OF SEXUAL PARTNERS



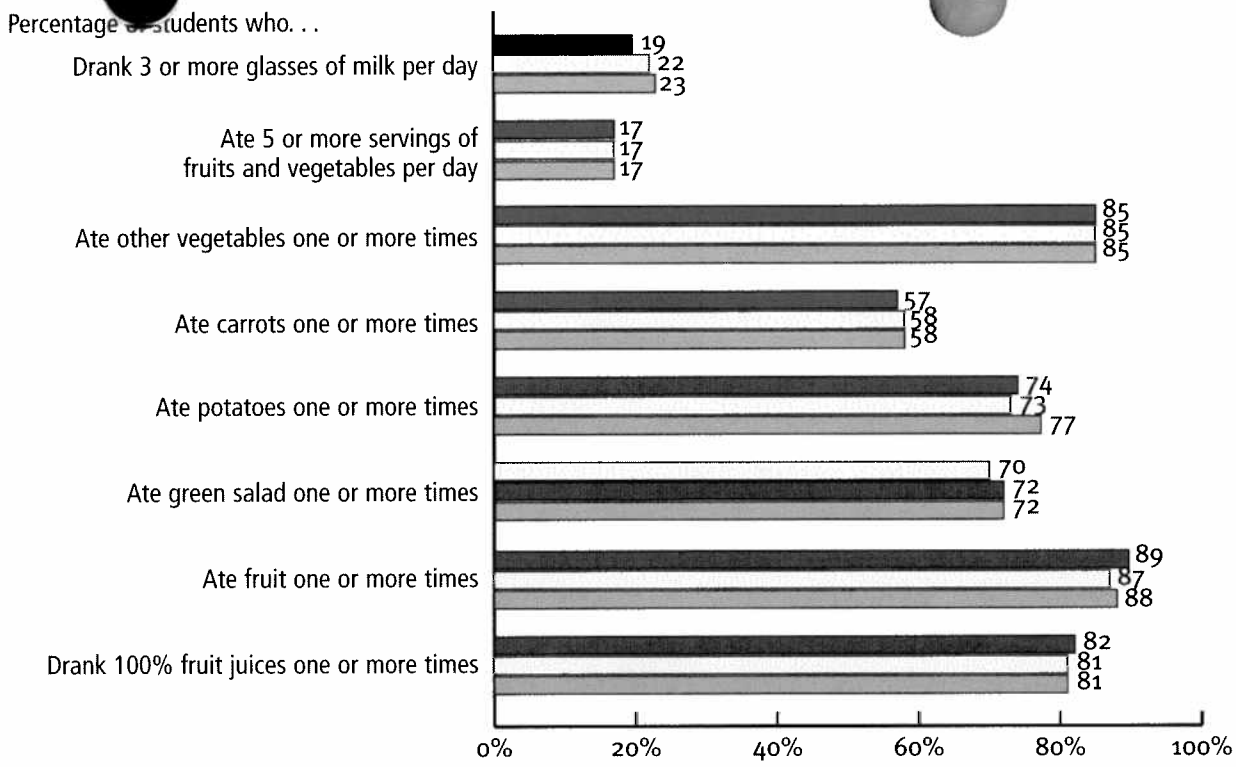
OVERWEIGHT AND BODY IMAGE



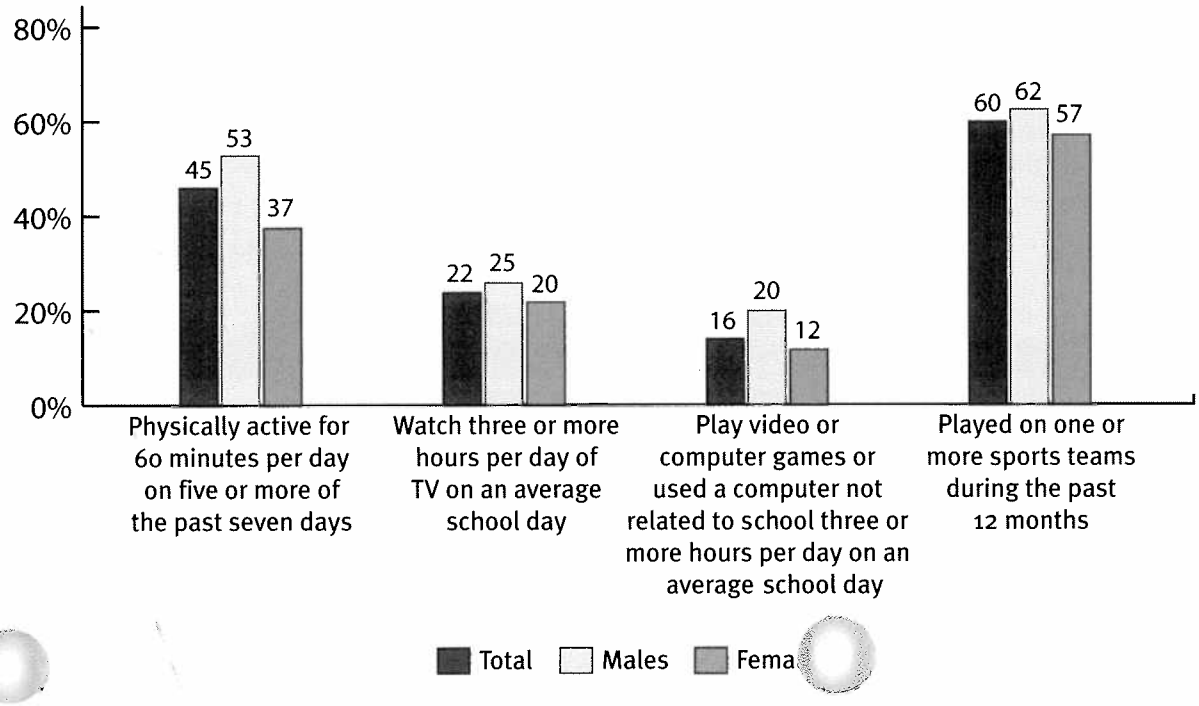
WEIGHT LOSS METHODS

Percentage of students who. . .	High School	Males
Were trying to lose weight	44%	26%
Exercised to lose weight or to keep from gaining weight during the past 30 days	61%	52%
Ate less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight during the past 30 days	39%	23%
Went without eating for 24 hours or more to lose weight or to keep from gaining weight during the past 30 days	12%	8%
Took diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight during the past 30 days	6%	5%
Vomited or to[illegible]tives to lose weight or to keep from gaining weight during the past 30 da[illegible]	6%	4%

NUTRITIONAL BEHAVIORS DURING THE PAST 7 DAYS



PHYSICAL ACTIVITY



PHYSICAL EDUCATION CLASS ATTENDANCE

Percentage of students who. . .	All High School	GRADES 9th	10th	11th	12th
Attended physical education (PE) class one or more days during an average school week	54%	81%	72%	30%	27%
Attended physical education (PE) class daily	33%	43%	45%	21%	20%

TV WATCHING

29% of males and **24% of females watch TV**
three or more hours per day on an average school day.

EXECUTIVE SUMMARY
DATE: JANUARY 2008

PRESENTATION: Five-Year Comprehensive Education Plan (5YCEP) Effectiveness Reporting Update

PRESENTER: Willy Schauman, Accreditation Accountability Specialist
Michael Hall, Accreditation Unit Supervisor
Office of Public Instruction (OPI)

OVERVIEW: In May 2003 Montana districts and schools completed the first ever Five-Year Comprehensive Education Plans. These plans aligned to the Board of Public Education's approved Administrative Rules of Montana (ARM) 10.55.601(3). The purpose of the 5YCEP is "to ensure continuous education improvement" in every school district across Montana. Pursuant to ARM 10.55.601 (3) (c) The OPI shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan. This presentation provides to the Board an update of the effectiveness reporting process and the next steps for the 5YCEP. See attached materials.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): Development of a web-based online tool for the 5YCEP 2008.

RECOMMENDATION(S): Information

Subchapter 6

General Provisions

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) The Board of Public Education adopts standards of accreditation upon the recommendation of the State Superintendent of Public Instruction.

(2) The board and the Office of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

(3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;

(ii) the school district's educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

(b) By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan with the Office of Public Instruction and make their plan available to employees and the public.

(c) The Office of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.

(4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.

(5) To ensure continuous educational improvement, the Office of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.

(6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:

(a) Reading -- November 1998;

(b) Mathematics -- November 1998;

(c) Science -- October 1999;

(d) Technology -- October 1999;

(e) Health enhancement -- October 1999;

(f) Communication arts aligned to the reading content and performance standards -- October 1999;

(g) World languages -- October 1999;

(h) Social studies -- October 2000;

(i) Arts -- October 2000;

(j) Library media -- October 2000;

(k) Workplace competencies -- October 2000;

(l) Vocational/technical education -- October 2001.

(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the Board of Public Education. A school district shall maintain programs to align with the state's schedule for revising standards. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1992 MAR p. 43, Eff. 1/17/92; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 682, Eff. 4/30/93; AMD, 1994 MAR p. 2524, Eff. 9/9/94; AMD, 1995 MAR p. 1037, Eff. 6/16/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 172, Eff. 2/1/02.)

Five-Year Comprehensive Education Plan Effectiveness Report of the 2006-2007 School Year

Completion Deadline:

March 14, 2008

OPI Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

History of Montana's Effectiveness Reports

- 10.55.601 (3) of the Montana Standards of Accreditation states "To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan."
- 10.55.601 (C) The Office of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.

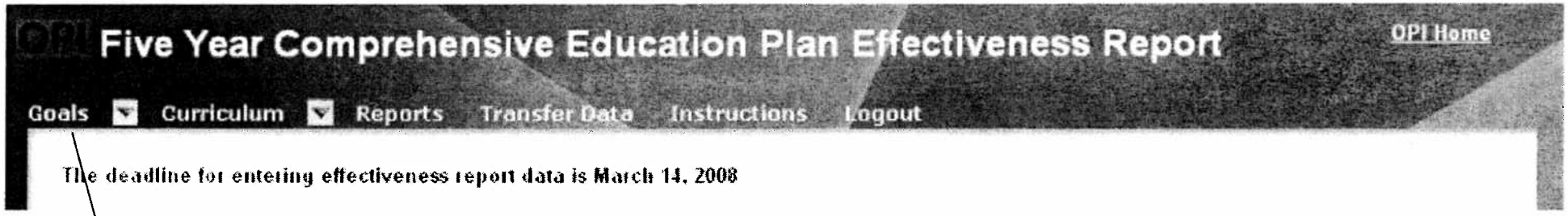
Dual Purpose of the Effectiveness Report

It provides information to schools and districts to promote continuous school improvement.

The review scores are used in the multiple measures Small Schools Accountability Process, which is part of Adequate Yearly Progress determinations.

Updated Changes Based on Requests from Districts

- The "Time-out" feature has been lengthened from 20 minutes to 60 minutes
- For districts that have only one school a "Transfer Data" feature has been added to eliminate the need of entering the same information multiple times.
- You now have the ability to upload a data display image in .jpg, .jpeg, .png, or .gif format.
- "Impersonation" mode which allows for better technical assistance.



Select:

"**Goals**" to work on Math, Reading, Professional Development and/or Optional Goals,

"**Curriculum**" to report the district curriculum review cycle,

"**Reports**" to generate your multicolor report as a Word or PDF document,

"**Transfer Data**" to transfer district data to school report **(This option is for districts that have only one school.)**, and

"**Instructions**" to view the support documents including the PowerPoint help slides and/or the instructional video on completing the report.

5YCEP Effectiveness Report - Goal List - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites

Address http://dev.opi.mt.gov/5ycep/(F(wBXlrn1-5ZZ1k034Q3gPLkmQ7FM5ygtzbKby2d4Y59NBGz5l6-b7INfkrK_YeO0iUf_DCARq__pwypHzgIO1gm Go Links SnagIt

Five Year Comprehensive Education Plan Effectiveness Report

OPI Home

Goals Curriculum Reports Transfer Data Instructions Logout

The deadline for entering effectiveness report data is March 14, 2008

You are currently logged in as: LE0861

As a reminder, the following school reports must also be completed:
- **Absarokee School (SC 1125)**
- **Absarokee 7-8 (SC 1775)**

The following goals still need to be completed:
- **Math**
- **Reading**
- **Professional Development**

Existing Goals:

Goal Type : Math

Description : Maintain or increase students' understanding and accuracy in all areas. By 2007-2008, 68 percent of the students will be in the proficient and advanced range as measured by ITBS and CRT scores. This percentage will be maintained as a minimum with the goal of a 4 percent increase each year. By 2011-2012, the percentage of students in the proficient and advanced range will be 84 percent.

Analysis Complete? ✗ **Course of Action Complete?** ✗

Edit This Goal | Delete This Goal

Goal Type : Optional

Description : To maintain and/or improve the use of technology across the curriculum as measured by TAGLIT

Analysis Complete? ✗ **Course of Action Complete?** ✗

Note that last year's existing goals will be listed. You may revise these goals or change them completely by using the "Edit" or "Delete" buttons.

You must have at **least one goal** for Reading, Math, and Professional Development, however, you may add as many goals as desired.

Goals for other topics/subjects may be entered under "Optional."

Done Local intranet

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Save Data & Return | Save Data & Continue

Select the goal area: Math

State the goal:

Maintain or increase students' understanding and accuracy in all
2008, 68 percent of the students will be in the proficient and a

Data Analysis

Existing data sets:
None

Select one or more of the following options to include data in your report:

1. Select a new OPI data set:

Select the Assessment: CRT
Select a subject: Reading
Select the Disaggregation: Gender
Select grade(s): Grades 3, 4 and 5

Add New Data Set

2. Select a new district data set:

Add Blank Text Box **to type data in**

3. Add data display from local source (100 KB Max):

Browse... (Allowed file types are: * jpg, * jpeg, * png and * gif)

Upload Image

Done

start | Inbox - Microsoft Ou... | SnagIt | SYCEP Effectiveness ... | 10:36 AM

Select the goal you wish to work on by using the drop down menu. When stating the goal you can use the existing goal or change the goal to meet your needs.

Choose one or more of the three options to add data sets. (Option 1)
Only data related to the district or school identified at login can be displayed (i.e., for an elementary district report, only elementary level data is available).

If desired, you can add multiple Data Sets to each goal by changing the criteria and selecting "Add New Data Set."

5YCEP Effectiveness Report - Goal Entry - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites

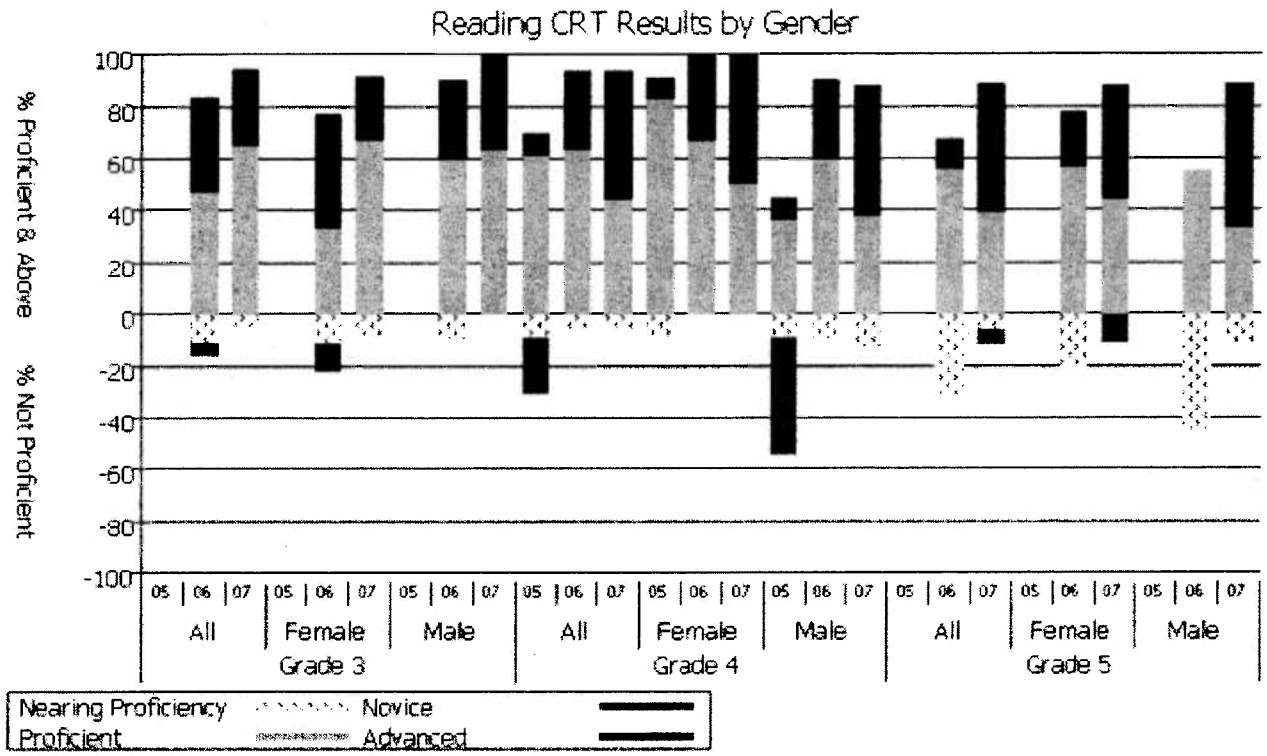
Address http://dev.opi.mt.gov/5ycep/(F(HT6DXmi_x_LCTzJwH3GgKqIaQJyJA4iF50ZcvHPDnWZPfOMTPJX_2caTieOQLwF9duRrfHN2wTzH6xr_kLFfIC Go Links SnagIt

State the goal:

Maintain or increase students' understanding and accuracy in all areas. By 2007-2008, 68 percent of the students will be in the proficient and advanced range as

Data Analysis

Existing data sets:



Delete the above data set

Select one or more of the following options to include data in your report:

Based upon the items selected, the data will be displayed showing three years of data (if possible). Any of the data sets can be deleted and replaced or multiple data sets can be added before moving on to the analysis of the data.

Done Local intranet

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5YCEP Effectiveness Report - Goal Entry - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites

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Analysis of the above data::

Action Plan:

What did the school/district do to address the identified goal(s)?

Overall Assessment:

Is the plan of action demonstrating progress toward meeting your school/district goal(s)?

- ○ Yes (comments optional)
- ○ Yes, with minor modifications (specify below)
- ◉ No, detail the changes needed below

Complete an "Analysis of the Above Data." (For instance, what did you observe based on the data, or what measurable objectives were implemented as a result of the data?)

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5YCEP Effectiveness Report - Curriculum Review List - Microsoft Internet Explorer

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Five Year Comprehensive Education Plan Effectiveness Report

OPI Home

Goals | Curriculum | Reports | Transfer Data | Instructions | Logout

Curriculum Review Data Entry:

Curriculum Area :	Reading	Open
Entry Status :	Incomplete	
Curriculum Area :	Mathematics	Open
Entry Status :	Incomplete	
Curriculum Area :	Science	Open
Entry Status :	Incomplete	
Curriculum Area :	Technology	Open
Entry Status :	Incomplete	
Curriculum Area :	Health Enhancement	Open
Entry Status :	Incomplete	
Curriculum Area :	Communication Arts	Open
Entry Status :	Incomplete	
Curriculum Area :	World Languages	Open
Entry Status :	Incomplete	
Curriculum Area :	Social Studies	

Open each curriculum area and complete the information.

When the information has been entered, the status will change to "Complete."

Local intranet

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5YCEP Effectiveness Report - Curriculum Review Details - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites

Address http://dev.opi.mt.gov/5ycep/(F(T2TMxZsBe_cFbW3ecIZgHQZMYsAYfkl-TEW5Bg1VEdWI6bf7mkfMct#H2LKSCIFpwJY3CqQ_-mENqYgcFIf2S0 Go Links SnagIt

Five Year Comprehensive Education Plan Effectiveness Report

OPI Home

Goals Curriculum Reports Transfer Data Instructions Logout

Curriculum Area: Reading

Select the most recent status of the curriculum review for this area:

- (•) Review of this curriculum area has been completed since 2003
- ( ) Review of this curriculum area is currently in progress
- ( ) Review of this curriculum area has not been completed

When is the next review scheduled to take place? 2007-2008

Save Data

Select the current status of the content area in the curriculum review cycle.

If the review has been completed, select the appropriate school year that the next review is scheduled to take place.

Next, save your data and move on to the next curriculum area.

Local intranet

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Five Year Comprehensive Education Plan Effectiveness Report

Goals | Curriculum | Reports | Instructions

Curriculum Review Data Entry:

Curriculum Area :	Reading	
Entry Status :	Complete	Open
Curriculum Area :	Mathematics	
Entry Status :	Incomplete	Open
Curriculum Area :	Science	
Entry Status :	Incomplete	Open
Curriculum Area :	Technology	
Entry Status :	Incomplete	Open

Continue until all content areas have been reported and the status for each is marked as "Complete."

Curriculum Summary

Curriculum Review by Area for LE0342

Curriculum Area	Has the Review Been Completed Since 2003?	Next Scheduled Review	Is a Review In Progress?	Expected Completion Date of Review	Explanation For No Review
Reading	No	N/A	No	N/A	As a part of a curriculum co-op our school follows the cycle set up the co-op. This co-op is very active and has been reviewing curriculum on an on-going basis. Reading, as a part Communication Arts, is up for review as a part of the cycle in 2007.
Mathematics	**Yes**	**2009-2010**	**N/A**	**N/A**	**N/A**
Science	Yes	2011-2012	N/A	N/A	N/A
Technology	**No**	**N/A**	**Yes**	**5/31/2007**	
Health Enhancement	Yes	2010-2011	N/A	N/A	N/A
Communication Arts	**No**	**N/A**	**No**	**N/A**	**As an active member of our local curriculum co-op, communication arts is up for review in 2007-2008.**
World Languages	Yes	2009-2010	N/A	N/A	N/A
Social Studies	**No**	**N/A**	**Yes**	5/31/2007	
Arts	Yes	2008-2009	N/A	N/A	N/A
Library Media	**Yes**	**2008-2009**	**N/A**	**N/A**	**N/A**
Workplace Competencies	No	N/A	No	N/A	Work Place Competencies are integrated throughout the content curriculum and is documented at our curriculum co-op.

OPI Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

Technical Assistance

- MASS meeting presentations have been well received. Presentations have been made to the NE, Central, SE MASS regions.
- Invitations have been received to attend the Hi-Line and Western MASS regions and efforts are being made to work out a schedule with the remaining MASS regions.
- Possibility of other training if needed.
- Other technical assistance is provided via telephone and e-mail.

For More Information

- http://data.opi.mt.gov/5YCEP/

- Willy Schauman
  Accreditation Accountability Specialist
  wschauman@mt.gov
  (406)444-0716

[redacted] District Code: **0861** School Code:

Feedback on the 5YCEP Effectiveness Report School Year 2005-06

YEARLY GOAL(S) and ACTION PLAN(S) (Goals other than READING, MATH, and PROFESSIONAL DEVELOPMENT do not count for AYP determinations.)

A. Data Analysis - Reading Goals

1	The READING goal from the 5YCEP is stated in measurable terms and meets a defined need.	**Yes**
2	The data from 2004-05 or 2005-06 has been utilized in order to determine the progress toward meeting the READING goal(s) specified.	**Report includes information and it is clearly detailed.**
3	The descriptive narrative verifies the use of data and analysis to determine the course of action in READING.	**Report includes information and it is clearly detailed.**
4	The analysis states that changes or no changes are needed.	**No**

B. Data Analysis - Math Goals

5	The MATH goal from the 5YCEP is stated in measurable terms and meets a defined need.	**Yes**
6	The data from 2004-05 or 2005-06 has been utilized in order to determine the progress toward meeting the MATH goal(s) specified.	**Report includes information and it is clearly detailed.**
7	The descriptive narrative verifies the use of data and analysis to determine the course of action in MATH.	**Report includes information and it is clearly detailed.**
8	The analysis states that changes or no changes are needed.	**Yes**

C. Data Analysis - Professional Development

9	The professional development goal(s) is stated.	**Yes**
10	The data from 2004-05 or 2005-06 has been utilized in order to determine the progress toward meeting the PROFESSIONAL DEVELOPMENT goal(s) specified.	**Report includes information; however the information is not fully developed.**
11	The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the PROFESSIONAL DEVELOPMENTgoals for next school year.	**Report includes information and it is clearly detailed.**
12	The analysis shows how the teacher(s) was assisted in improving instructional practice and content knowledge to enhance student academic achievement. (Reviewed to provide feedback only - not counted in total)	**Report includes information and it is clearly detailed.**
13	The analysis states that changes or no changes are needed.	**No**

CURRICULUM DEVELOPMENT

D. Data Analysis - Curriculum Development

14	The district's timeline for current curriculum development for continuous improvement is presented. (Reviewed to provide feedback only - not counted in total)	**Report includes information and it is clearly detailed.**
15	Written documentation verifies that the data from 2004-05 or 2005-06 has been utilized in order to determine the progress toward meeting the timeline specified. (Reviewed to provide feedback only - not counted in total)	**Report includes information and it is clearly detailed.**

ADDITIONAL INFORMATION (Data was not required)

E. Data Analysis - Additional Information

16	Analysis necessitated the inclusion of additional information that demonstrates an integrated approach to continuous school improvement and clarifies the course of action for next school year. (Reviewed to provide feedback only - not counted in total)	**Report includes information and it is clearly detailed.**
17	The analysis states that changes or no changes are needed. (Reviewed to provide feedback only - not counted in total)	**Report does not include information.**

Overall Comments on the Effectiveness Report on the 5YCEP

Descriptor and Comment

18	NA	
19	NA	
20	NA	
21	NA	
22	The Effectiveness Report provides CLEAR EVIDENCE of analyzing GOALS to improve instructional effectiveness and plan the future course of action to improve student achievement.	
23	The Effectiveness Report provides CLEAR EVIDENCE of analyzing DATA to improve instructional effectiveness and plan the future course of action to improve student achievement.	

Team Code_____District Identification Code: School Identification Code:

Small Schools Accountability Process

Goals			0	1
1	The math goal(s) from the 5YCEP is stated in measurable terms and meets a defined need.	1		

X—Report does not include information.
Y—Report includes information; however, the information is not fully developed.
Z—Report includes information and it is clearly detailed.
NR – No response R – Response (Yes, Yes, with minor changes with comment, or No, with comment)

Data Analysis-Math			X	Y	Z
2	The data from 2005-06 or 2006-07 have been utilized in order to determine the progress toward meeting the math goal(s) specified.	2			
Action Plan-Math					
3	What did the school/district do to address the identified goal(s)?	3			
Action Plan Effectiveness-Math (Check NR or R)					
4	Is the plan of action for math demonstrating progress toward meeting your school/district goal(s)?	4	NR		R

Goals			0	1
5	The professional development goal(s) from the 5YCEP is stated in measurable terms and meets a defined need.	5		

X—Report does not include information.
Y—Report includes information; however, the information is not fully developed.
Z—Report includes information and it is clearly detailed.
NR – No Response R – Response (Yes, Yes, with minor changes with comment, or No, with comment)

Data Analysis-Professional Development			X	Y	Z
6	The data from 2005-06 or 2006-07 have been utilized in order to determine the progress toward meeting the professional development goal(s) specified.	6			
Action Plan-Professional Development					
7	What did the school/district do to address the identified professional development goal(s)?	7			
Action Plan Effectiveness -Professional Development (Check NR or R)					
8	The action plan shows that the professional development provided to the teachers improved instructional practice and content knowledge that enhanced student academic achievement.	8	NR		R

Team Code_____District Identification Code: **School Identification Code:**

Small Schools Accountability Process (Continued)

Goals			0	1
9	The reading goal(s) from the 5YCEP is stated in measurable terms and meets a defined need.	9		

X—Report does not include information.
Y—Report includes information; however, the information is not fully developed.
Z—Report includes information and it is clearly detailed.
NR – No Response **R – Response (Yes, Yes, with minor changes with comment, or No, with comment)**

Data Analysis-Reading			X	Y	Z
10	The data from 2005-06 or 2006-07 have been utilized in order to determine the progress toward meeting the reading goal(s) specified.	10			
Action Plan-Reading					
11	What did the school/district do to address the identified reading goal(s)?	11			
Action Plan Effectiveness -Reading (Check NR or R)					
12	Is the plan of action for reading demonstrating progress toward meeting your school/district goal(s)?	12	NR		R

			X	Y	Z
13	The district's timeline for current curriculum development for continuous improvement is presented. **(Reviewed to provide feedback only-not counted in AYP total)**	13			

Data Analysis Additional Goal(s)			X	Y	Z
14	What did the school/district do to address the identified additional goal(s)? **(Reviewed to provide feedback only-not counted in AYP total)**	14			
15	Is the plan of action for additional goal(s) demonstrating progress toward meeting your school/district goal(s)? **(Check NR or R)** **(Reviewed to provide feedback only-not counted in AYP total)**	15	NR		R

EXECUTIVE SUMMARY
DATE: JANUARY 2008

.SENTATION: Valley Christian High School - First Year Provisional Accreditation Review

PRESENTER: Al McMilin
Educator Quality Program Specialist
Office of Public Instruction

OVERVIEW: Valley Christian High School is now in their second year of provisional accreditation status. The school was granted state accreditation in September of 2005. The Office of Public Instruction (OPI) has completed the accreditation review process for the first of three annual visits during the school's provisional status period which are required prior to receiving a recommendation for final accreditation status. The review process has included both a review of the accreditation process to date, an analysis of the 2007 Annual Data Collection documentation submitted by the school and an on-site visit to the school by an OPI team on December 4, 2007. This team consisted of Al McMilin from the OPI Accreditation Division (Team Leader), Colet Bartow, OPI Library Media Specialist from the Accreditation Division, Kent Paulson, Whitefish High School Principal and Hugh Smith, Principal of Great Falls Central Catholic High School. Mr. Paulson and Mr. Smith were on the original accreditation review team for Valley Christian High School. Attached is a brief report on the visit.

)UESTED DECISION(S): Information/discussion

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

OFFICE OF PUBLIC INSTRUCTION

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(406) 444-0169 (TTY)

Linda McCulloch
Superintendent

December 17, 2007

TO: Board of Public Education (BPE)
FROM: Al Mc Milin, Educator Quality Program Specialist
Accreditation Division - Office of Public Instruction (OPI)
SUBJECT: Summary of Accreditation Visit – Valley Christian High School – December 4, 2007

1. Valley Christian High School, located in Missoula, Montana, received initial accreditation in September 2005. Initial accreditation provides for a three-year provisional status with a yearly on-site visit by an OPI accreditation team. The team will review the school's ongoing compliance with accreditation standards and procedures and provide any needed technical assistance to the school as it moves through the provisional process period. Attached is a copy of the guidelines and requirements for the initial accreditation process.

2. On December 4, 2007, an OPI accreditation team made the first Valley Christian visit. The team included:

   Al Mc Milin, OPI Accreditation Division – Team Leader
   Hugh Smith, Principal, Great Falls Central Catholic High School
   Kent Paulson, Principal, Whitefish High School
   Colet Bartow, OPI Accreditation Division – Library Media Specialist

Mr. Smith and Mr. Paulson served on the original accreditation team for Valley Christian High School.

3. Current Enrollment:

	Boys	Girls	Total
Freshman	17	18	35
Sophomore	14	11	25
Junior	9	14	23
Senior	10	11	21
Totals:	**50**	**54**	**104**

4. The OPI team toured the facility and then met with school administrators, board members, student leaders and three staff members.

5. The team highlighted the following issues and concerns with the school administrators and board members:

   a. The school had begun the year with a non-licensed teacher on staff. The teacher did subsequently receive licensure. However, all were reminded that if licensure had not been secured by December 1, the school would have been in Deficiency status for accreditation purposes. The initial accreditation guidelines state that if during the provisional status time period if a school receives Advice or Deficiency status the school would lose their accreditation status altogether.

b. The team noted the school had a new set of curriculum documents. The principal explained the process used for their development.

c. The original accreditation team had encouraged the school to participate in one of the curriculum cooperatives. The principal explained they had applied to the Ravalli County curriculum consortium but had been turned down for membership. The team encouraged the school to look at the Missoula County curriculum cooperative and provided contact information.

d. The team noted that the school needed to begin Indian Education for All training for their teachers. It was suggested that they contact the Western Montana Partnership for Educational Resources (WMPER), one of Montana's new regional education services provider, for assistance.

e. The team discussed some preliminary concerns and issues with the school's library.

6. The team thanked the school for their ongoing cooperation and hospitality for the day. They noted how impressed all were in the way the student leaders had represented themselves and their school.

7. Recommendations:

   a. The team agreed that there needed to be some substantial improvements in the library facility and library/media program to bring them both more in line with the standards. Attached is a short and long range plan for those needed improvements.

   b. Before the next visit scheduled for November or December 2008, an OPI curriculum team needs to review the new curriculum documents to insure continued alignment with Montana's content and performance standards.

   c. The OPI will follow up with the school on efforts to initiate Indian Education for All training for the teachers and will also provide any needed assistance to the school as they pursue membership in a curriculum cooperative.

8. The OPI thanks the team members from the field who so generously give of their time and talent.

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Linda McCulloch
Superintendent

December 17, 2007

TO: Sally Baier, Principal
FROM: Al Mc Milin, OPI Accreditation Team
SUBJECT: Library Issues and Concerns

After reviewing the Valley Christian Library Media Curriculum Guide, library collection and the library facility the team concluded that the school needs to address some substantial deficiencies. The following needs to be addressed prior to the next accreditation visit in the fall of 2008 to bring the library and library program in line with Montana standards:

1. Curriculum Guide -- Include Library Media Program in the Table of Contents for easy access to the program description. This should be accomplished with the next revision or printing of the curriculum guide.

2. Data Collection **(ARM 10.55.1801 (1)(B))** – In order to assist in the development of library collection and facility improvement plans, establish baseline data during the 2007-08 and 2008-09 school years in the following areas:
   a. library material circulation;
   b. usage of the library by individual students for a variety of activities (i.e., Internet searching, online database usage, reading for personal enjoyment, research for class assignments, homework, etc.);
   c. usage of the library by classes for group or course assignments; and, usage of the library by teaching staff for professional development or research.

3. Library Collection **(ARM 10.55.1801 (1)(A)) (ARM 10.55.1801 (1)(C)(b)(iv))** – Before the accreditation team visits in fall 2008, develop an improvement plan that will be implemented by fall 2009 to update and expand the print and electronic resource collection to meet high school level interests and to support all curricular areas.
   a. Add materials to support Indian Education for All.
   b. Examine the nonfiction collection for currency, accuracy and authority -- particularly in time-sensitive areas such as technology, health care and science.
   c. Weed aged, damaged and inaccurate titles from nonfiction and reference.

4. Library Facility **(ARM 10.55.1801 (1)(A)(B))** – Before the accreditation team visits in fall 2008, develop a three to five-year plan of improvement to be implemented in the fall of 2009 to include:
   a. Upgrade of library computers to current operating systems and productivity software;
   b. Identification and implementation of a standards-based library automation system (e.g., Follett, Sirsi, etc.) to replace the current system;
   c. Expansion of the number of computer stations available for high school student research and access to the automated library catalog; and,
   d. Expansion of the reading and study area for high school students, separate from the K-8 collection and reading areas.

Colet Bartow, OPI Library Media specialist and accreditation team member, is available to the administration and staff of Valley Christian for any questions or assistance you may require as you develop improvement plans for the Library Media facility and collection.

Linda McCulloch, Superintendent
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INITIAL ACCREDITATION APPLICATION PROCEDURE

The procedures below are the steps, general timeline, and process for initial accreditation.

- Prospective applicant submits letter of intent to the OPI
- School personnel meets with the OPI
  - Accreditation Manual reviewed (school must meet all standards)
  - School must submit course schedule(s), administrative schedule(s) with folio numbers, and teacher schedule(s) with folio numbers
- First on-site visit with OPI team may include, but is not limited to:
  - OPI Accreditation staff member
  - District Superintendent
  - School Principal
  - Curriculum Coordinator
  - Special Education representative
- Follow-up report to school personnel from OPI team
- First progress report to the BPE
  - Public comment
- Second on-site visit with same OPI team
- Follow-up report to school personnel from OPI team
- Second progress report to the BPE
  - Public comment
- Third progress report to the BPE
  - Recommendation for Provisional Accreditation status from the OPI
    - Provisional Accreditation status has a 3-year probationary period.
    - Any accreditation deviations resulting in Advice or Deficiency status during this period will result in the loss of Provisional Accreditation.
  - Public Comment
- BPE approval of Provisional Accreditation
- Annual OPI on-site follow-up visit each year for three years.

After successful completion of the Provisional Accreditation period, the OPI may recommend Regular Accreditation status to the BPE.

Prepared by the Office of Public Instruction
Linda McCulloch, Superintendent
November 2006

EXECUTIVE SUMMARY
DATE: JANUARY 2008

ESENTATION:	Alternative Standard Requests - Recommendations
PRESENTER:	Al Mc Milin Educator Quality Program Specialist Office of Public Instruction
OVERVIEW:	This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Linda McCulloch. The report is attached.
REQUESTED DECISION(S):	Approve state superintendent's recommendations.
OUTLYING ISSUE(S):	None
RECOMMENDATION(S):	Action

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Linda McCulloch
Superintendent

December 17, 2007

TO: Linda McCulloch, State Superintendent
CC: Linda Peterson, Administrator
FROM: Al Mc Milin, Educator Quality Program Specialist
SUBJECT: Five-Year Renewal Alternative Standard Requests – Recommendations

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

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards: ARM 10.55.709 – Library Media Services; and ARM 10.55.710 – Counseling Services.

- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.

- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.

- Each year the workshop will deal with one of the four library media content and performance standard and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also deal with the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.

- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

II. The following **2** five-year renewal alternative standard requests representing **1** district and **1** school have been received and evaluated in accordance with ARM 10.55.604.

Lake County

Swan Lake-Salmon Elementary K-8 Current Enrollment: 3

Standard: 10.55.709 – Library Media Services

1. The district is using the MSSA model for this alternative standard. This model provides for measurable objectives and corresponding formative assessment.

2. The school also uses Oregon School Library Information System assessment which gauges high school readiness as well as the results of the IOWA references skills test section. All indicators point to students having learned necessary skills.
3. Relative developmental library skills and information technology skills are being addressed. Each student has a computer. System is on a small interactive network. Students also have the option for a computer at home if they do not have one already.
4. Students visit the Condon Community Library every other week. They also visit the Kalispell or Missoula library once or twice a year. The school also uses online services of the Condon Library to secure books and materials.
5. School has a small on-site library. Not formally catalogued but the teacher is exploring options with UM to complete the work with an "intern." A minimal amount of acquisition of books occurs each year.
6. No concerns, issues or complaints from parents or board. County superintendent was present at review. He had no concerns or complaints with the program .
7. The Letters of Agreement for contracted library services from MSSA, UM-Western, and Dillon public library are on file at the Office of Public Instruction (OPI).

The proposal meets or exceeds current standard. Recommend approval of five-year renewal alternative standard request.

Standard: 10.55.710 – School Counseling Services

1. The district is using the MSSA model for this alternative standard. This model provides for measurable objectives and corresponding formative assessment.
2. The teacher provides for developmental classroom instruction and materials to further foster students' social, emotional and cognitive growth. Maintains an "e-folio" on each student with formal and informal assessment information on the student's progress. Uses a unique "morning hike" as part of the program.
3. The county superintendent provides for the crisis intervention counseling component of the alternative.
4. No concerns, issues or complaints from parents or board. County superintendent was present at review. He had no concerns or complaints with the program.
5. The Letters of Agreement for contracted counseling services from MSSA is on file at the Office of Public Instruction (OPI).

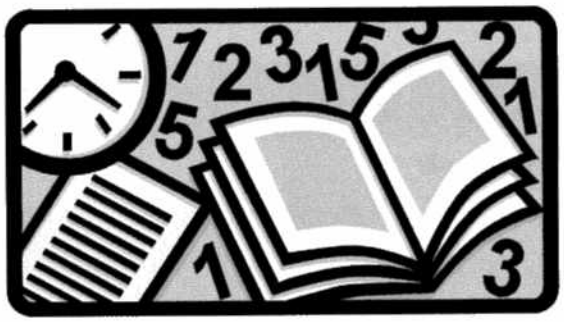
The proposal meets or exceeds current standard. Recommend approval of five-year renewal alternative standard request.

EXECUTIVE SUMMARY
DATE: JANUARY 2008

ESENTATION:	Report on Accreditation Improvement Plans for Schools Receiving Advice or Deficiency Status for 2006-2007 School Year
PRESENTER:	Al McMilin Educator Quality Program Specialist Office of Public Instruction
OVERVIEW:	It is the intent to provide the Board of Public Education with a final report on the improvement plans required of schools that received either Advice or Deficiency accreditation status for the school year 2006-2007. This final report verifies the current status of those plans following a review of the 2007Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also includes comments and recommendations for certain school improvement 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
COMMENDATION(S):	None

SUMMARY OF IMPROVEMENT PLANS SUBMITTED BY SCHOOLS RECEIVING ADVICE OR DEFICIENCY STATUS

2007-08 UPDATE



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ACCREDITATION RESPONSE OPTIONS FOR CONTINUING DEVIATIONS

I. All Accredited Schools with Continuing Deviations

A. For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.

B. For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.

C. Schools with Continued Use of Non-Licensed Teachers

II. First year using non-licensed teacher –Deficiency Status. A letter will be sent from the state superintendent's office emphasizing the serious consequences should the district continue to use non-licensed teachers(s).

III. Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

IV. On-site Reviews to Validate Self Reporting of Annual Data Collection

V. Random selection of schools

A. Any school

B. Schools that have shown continued improvement

C. Schools that have maintained Regular Accreditation Status for five years

VI. On-Site visits to schools

A. Schools that have reported data which contains inaccurate or inconsistent information

B. School districts that have continuing deviations

Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 UPDATE

Color Key: Black – General Deviation Comments Red – Significant and/or On-going Deviation Issues
Blue – OPI Comment/Recommendations (2004-2006) Green – OPI Comment/Recommendations (2007-08)

BEAVERHEAD COUNTY

Lima HS: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade 9 with a secondary level license endorsed for Art and Biology. 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. 1st yr.
10.55.904.2 World Language is not offered two units each year at the high school level. 1st yr.

2006-2007 Response: Science teacher will be replaced by properly endorsed teacher. French teacher has been hired to provide required world language offerings.

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

BIG HORN COUNTY

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.

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 not 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.

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.

Wyola School: SY2006-07 Advice

10.55.710.1 Wyola School does not provide school counseling services at the elementary level. 1st yr.

Wyola 7-8: SY 2006-07 Advice

10.55.710.1 Wyola 7-8 does not provide school counseling services at the elementary level. 1st yr.

2006-07 Response: The district has hired a part-time counselor to work with their current teacher who is working on her counseling endorsement.

OPI Review/Recommendation – 12/07 – With the hiring of the part-time counselor, district no longer has this deviation.

CARBON COUNTY

Roberts 7-8: SY 2004-05 Advice Status, SY 2005-06 Advice Status

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

2004-2005 Response: Music teacher has been hired and music will be offered for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan accomplished

10.55.902.4 Basic instructional program not met. World language not offered ½ unit each year in 7-8.

2005-2006 Response: World language will be added in 2006-07.

OPI Review/Response – 2/16/07 – Plan accomplished

Roberts 7-8: SY 2006-07 Deficiency Status

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight.
10.55.707.1 Teacher does not have a valid Montana teaching license. Note: It is acknowledged that the teacher was issued a license on January 11, 2007.

Roberts HS: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Note: It is acknowledged that the teacher was issued a license on January 11, 2007.
10.55.708.1 Teacher is assigned to teach AP Art in grade(s) 9-12 with a secondary level license endorsed for Music. 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: Art will be offered in 7-8 beginning 07-08 school year. Misassigned teacher was a coding error.

OPI Review/Recommendation – 12/07 – All deviations corrected.

CASCADE COUNTY

Great Falls Public Schools

Sunnyside School: SY 2006-07 Advice

10.55.709 Teacher does not have a library endorsement. 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.

2006-07 Response: District is on a plan to add librarians due to the non-renewal of alternative standard. Many of schools including Sunnyside are using teachers who are in programs to complete their librarian endorsements.

OPI Review/Recommendation – 12/07 – Recommend continued approval of plan.

Vaughn 7-8: SY 2006-07 Advice

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-Response: The district will add offerings to meet standard.

OPI Review/Recommendation – 12/07 – Deviation corrected.

CHOTEAU COUNTY

Geraldine 7-8: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach English in grade(s) seven and eight with an elementary level license endorsed for Music (K-12). This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

Geraldine High School: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is now licensed. The English teacher is no longer misassigned.

OPI Review/Recommendation – 12/07 – Deviations corrected.

DANIELS COUNTY

Peerless High School: SY 2002-03 ADVICE / 2003-04 and 2004-05 DEFICIENCY STATUS

2002-05 Deviations:

10.55.708 Teacher is assigned to teach AP biology in grade(s) 9-12 with a secondary level certificate endorsed for agriculture. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708 Teacher is assigned to teach health/physical education in grade(s) 9-12 with a secondary level certificate endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

2002-2003 Response: Teacher is taking classes toward endorsement. Teacher is taking classes toward endorsement.

OPI Review/Response – 12/15/03 – Plan partially accomplished; the district will be notified that teachers "working" toward endorsement need to be brought under the endorsement internship program.
– 1/16/04 – BPE approved plan.
– 12/15/04 – Plan still not accomplished. Request for plan update will be sent. 2004-05 Accreditation status may be affected.

2003-2004 Response: Science teacher will be endorsed by 2005-06 school year. Unable to hire part-time certified PE teacher. A certified PE teacher will be hired for the 2005-06 school year.

OPI Review/Response – 2/15/05 – Accept revised Response. The OPI will continue to monitor.

2004-05 Additional Deviations:

10.55.709 Librarian does not have a library endorsement.
10.55.710 Counselor does not have a counseling endorsement.

2004-2005 Response: Science teacher will be endorsed by fall 2005. A certified PE teacher will be hired for the 2005-06 school year. Librarian is working toward endorsement. Counselor has a master's in counseling psychology and is working on a doctorate in psychology.

OPI Review/Response – 2/3/06 – Plan partially accomplished; a certified PE teacher was hired for 2005-06 school year. Science teacher still not endorsed. Librarian still not endorsed. Endorsed counselor has been hired. Deficiency Accreditation Status for 2005-06 school year.

Peerless 7-8: SY 2005-06 Deficiency Status

10.55.709 Librarian does not have a library endorsement – 2nd yr.
10.55.708.1 Teacher is assigned to teach art and math in grade(s) 7-8 with a secondary level license endorsed for music K-12 – 1st yr for teacher 5th yr. for position.
School has more than 5 percent of its total instructional assignments taught by misassigned staff – 3rd yr.

Peerless High School: SY 2005-06 Deficiency Status

10.55.709 Librarian does not have a library endorsement – 2nd yr.
10.55.708.1 Teacher is assigned to teach biology/physiology and earth science in grade(s) 9-12 with a secondary level license endorsed for agriculture – 4th yr. for both teacher and position.
10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for music K-12 – 1st yr.
School has more than 5 percent of its total instructional assignments taught by misassigned staff – 3rd yr.

2005-2006 Response: Librarian who was also one of the misassigned teachers has moved on to another school. The misassigned teacher assigned to HS math is working on an endorsement in math. The misassigned teacher assigned to HS science will have her broadfield science endorsement by September 2006.

OPI Review/Response – 2/20/2007 – Teacher now assigned to library and new teacher assigned to counseling are not endorsed. District hopes to get them in internship program. No misassignments in K-6 or 7-8. Schools remain at Advice Status. High school has continuing misassignments in math (2nd yr.) and in science (5th yr.) - HS stays in Deficiency Status.

Peerless School: SY 2006-07 Advice

10.55.709 Teacher does not have a library endorsement. Third occurrence.
10.55.710 Teacher does not have a counseling endorsement. 1st yr.

Peerless 7-8: SY 2006-07 Advice

10.55.709 Teacher does not have a library endorsement. Third occurrence.
10.55.710 Teacher does not have a counseling endorsement. 1st yr.

Peerless High School: SY 2006-07 Deficiency

10.55.709 Teacher does not have a library endorsement. Third occurrence.
10.55.710 Teacher does not have a counseling endorsement. 1st yr.
10.55.708.1 Teacher is assigned to teach biology/physiology and earth science in grade(s) 9-12 with a secondary level license endorsed for agriculture. 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.
10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for music K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Library, counseling, math, and science teachers are enrolled and working on their respective endorsements but not in the Board of Public Education's endorsed internship programs.

OPI Review/Recommendation – 12/07 – Current Enrollment: K-6 (8) 7-8 (3) 9-12 (13). Recommend disapproval of plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

DAWSON COUNTY

Richey 7-8: SY 2006-07 Advice

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

2006-07 Response: Teacher to be hired to address situation.

OPI Review/Recommendation – 12/07 – Deviation corrected.

FERGUS COUNTY

Grass Range 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: Staffing and recruitment in this area remains difficult. The district would like to add computer-generated art.

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

Lewistown Public Schools

Garfield School: SY 2006-07 Advice

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

Highland Park School SY 2006-07 Advice

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 308 students. Third occurrence.

Lewis & Clark School: SY 2006-07 Advice

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

Lewistown 7-8: SY 2006-07 Deficiency

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

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

OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.

FLATHEAD COUNTY

Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.
10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.
10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31 students. Second occurrence.

2004-2005 Response: Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.

2005-2006 Response: Bigfork School - no Response was forthcoming.

OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5th yr.

2005-2006 Response: Bigfork 7-8 – FCS teacher not endorsed and is not working towards endorsement. Health teacher is not endorsed and is not working towards endorsement.

OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.

Bigfork School: SY 2006-07 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 365 students. 5th yr.
10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). One Grade 2 class exceeds 20 students by two (2).

2006-07 Response: None – second year without plan.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – District is now only .1 FTE short in librarian FTE. Plan pending - continue to monitor and report back at March BPE meeting.

Bigfork 7-8: SY 2006-07 Advice

10.55.708.1Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for a acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.

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 masters 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

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

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.

Kalispell Public Schools

Kalispell Linderman 7th: SY 2004-05 Deficiency Status

10.55.902 Basic instructional program is not met. World language is not offered ½ unit each year in grade seven. Second occurrence.

2004-2005 Response: The board of trustees has approved the creation of a 6-8 middle school that is planned to open in the fall 2007. When this transition takes place, the world language component will be available to all 7th graders.

OPI Review/Response – 2/03/06 – Recommend disapproval of plan. World language needs to be offered to all 7th graders before 2007.

OPI Review/Response – 2/16/07 – World language still not offered. Due to impending completion of major construction project in Kalispell, the OPI will check in the fall of 2007 to see if deviations are corrected as a result of the reconfiguration and expansion of the system.

Kalispell Jr. High 8th : SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.
10.55.902 Basic instructional program is not met. World language is not offered ½ unit each year in grade eight. Second occurrence.

2004-2005 Response: Teacher has secured the necessary license. German, Spanish and French are offered to all eighth grade students.

OPI Review/Response – 2/03/06 – Plan partially accomplished., schedule does not reflect a world language offering to 8th grade students.

OPI Review /Response – 2/16/07 – Plan accomplished – world language now offered to 8th grade.

Kalispell Jr. High 9th: SY 2004-05 Deficiency Status

10.55.705 Kalispell Jr. High 9th does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 620.) Second occurrence.
10.55.707 Teacher does not have a valid Montana teaching license.
10.55.709 Kalispell Jr. High 9th does not provide 1.5 FTE certified librarians for a student population of 501-1,000 students. Second occurrence.
10.55.713 Class load exceeds maximum enrollment of 30 students. Two math classes have 32 students each. Third occurrence.

2004-2005 Response: Kalispell Junior High (8-9) employs two full-time principals. Teacher has secured the necessary license. Two full-time librarians are employed at Kalispell Junior High (8-9).

OPI Review/Response – 2/03/06 – Plan partially accomplished, principal and library FTE are determined at the school level, therefore the combined FTE of Kalispell 8th and 9th does not meet the minimum standard. Class load was not addressed.

OPI Review/Response – 2/16/07 – School still does not have 2.0 FTE principal or 1.5 FTE librarian. Due to impending completion of major construction project in Kalispell, the OPI will check in the fall of 2007 to see if deviations are finally corrected as a result of the reconfiguration and expansion of the system.

OPI Review/Recommendation – 12/07 – Visited district on 12/06/07 to review current status given the opening of the new high school. All of the above deviations have been corrected given the construction of the new high school and the resulting grade reconfiguration, staff additions and program modifications.

Whitefish Public Schools

Whitefish - LA Muldown: SY 2004-05 Advice Status

10.55.705 LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 615.) Second occurrence.
10.55.710 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.5 FTE for 615 students.

2004-2005 Response: Will have two full-time principals for the 2006-07 school year, after completed construction of facilities. Additional counseling will be hired for the 2006-07 school year to fulfill the need.

OPI Review/Response – 2/03/06 – Plan not acceptable. Recommend disapproval of plan.

2005-2006 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – Principal and librarian FTE deviations continue. No plan to correct apparent.

Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.
10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

2004-2005 Response: Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient. District will assign existing full-time librarian to Central 7-8 School.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.

2005-06 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6th yr.

LA Muldown School: SY 2006-07 Deficiency

10.55.705.1(c) LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 610.) 4th yr.
10.55.710.2 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. 3rd yr. The school currently needs 1.525 FTE for 610 students.

Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

GALLATIN COUNTY

Amsterdam School: SY 2006-07 Advice

10.55.709 Teacher does not have a library endorsement. 2nd yr.

2006-07 Response: District will hire an elementary endorsed teacher who will become part of the library internship program.

OPI Review/Recommendation – 12/07 – A teacher in the library internship program has now been hired to fill this position.

Anderson 7-8: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is working on licensure – needs to renew.

OPI Review/Recommendation – 12/07 – The teacher is teaching 1 period of algebra and will not be returning next year. School understands they will remain in deficiency. The teacher is a volunteer.

Bozeman Public Schools

Emily Dickinson School: SY 2006-07 Advice

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.
10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

OPI Review/Recommendation – 12/07 – Principal and curriculum coordinator are now properly endorsed.

Whittier School: SY 2006-07 Advice

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.
10.55.709.1(a) Whittier School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. 2nd yr.

OPI Review/Recommendation – 12/07 – Curriculum coordinator now properly endorsed. Shortage of librarian FTE now corrected.

Bozeman High School: SY 2006-07 Deficiency

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.
10.55.707.1Teacher does not have a valid Montana teaching license. 1st yr.
10.55.708.1 Teacher is assigned to teach Health/Physical Education in grade(s) 9-12 with a secondary level license endorsed for Political Science, Science (Broadfield) and 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.
10.55.708.1Teacher is assigned to teach Vocational Ed Teacher, Special Education in grade(s) 9-12 with a secondary level license endorsed for Trades & Industry – Health Occupations and Computer Information Systems. 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: Curriculum coordinator will have Class 3 licensure by fall of 2007. Emily Dickinson principal will be endorsed for elementary principal by fall of 2007. Additional librarian FTE will be added in fall of 2007 if enrollment warrants at Whittier School. Paperwork error on non-licensed teacher and high school –person is a classified employee. Misassigned teachers at the high school will be assigned in the area for which they are endorsed as of fall 2007.

OPI Review/Recommendation – 12/07 – Recommend approval of plan. Review of ADC shows deviations corrected except for librarian FTE.

Three Forks High School: SY 2006-07 Advice

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Six classes are overloaded. 3rd yr.

2006-07 Response: Overloads will be corrected by fall of 2007.

OPI Review/Recommendation – 12/07 – Check of 2007 ADC shows no overloaded classes at the HS.

West Yellowstone K-12 Schools

West Yellowstone 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach general shop in grade(s) 7-8 with a secondary level license endorsed for broadfield science. 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. Art class has 36 students.

West Yellowstone High School: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach communications technology, general shop, and welding, building trades in grade 9-12 with a secondary level license endorsed for broadfield science. 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 (third year for general shop, first for the other classes).

2006-07 Response: Teacher will be properly endorsed by fall of 2006-07. Overload will be corrected as well.

OPI Review/Recommendation – 12/07 – Check of 2007 ADC shows the misassigned teacher is no longer employed but his replacement is not properly endorsed. Will have to resubmit a plan.

JEFFERSON COUNTY

Boulder Elementary: SY 2006-07 Deficiency

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by five (5). 4th yr.

OPI Review/Recommendation – 12/07 – Due to full day configuration deviation no longer exists.

Jefferson High School – SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

OPI Review/Recommendation – 12/07 – Teacher now properly licensed and endorsed.

Clancy 7-8: SY 2006-07 Advice

10.55.902.4 Basic instructional program is not met. Vocational Technical Education is not offered ½ unit each year in grades seven and eight.

2006-07 Response: District will offer computer classes as of fall 2007 with properly endorsed teacher.

OPI Review/Recommendation – 12/07 – Review of ADC shows change has been made.

JUDITH BASIN COUNTY

Geyser Elementary: 2006-2007 Geyser High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

2004-2005 Response: Teacher was issued a license February 2005.

OPI Review/Response – 2/03/06 – Plan accomplished

Geyser High School – 2005-06 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.
10.55.904.2 Basic instructional program is not met. Social studies is not offered 3 units each year at the high school level.

2005-2006 Response: Two years of world language will be offered beginning with the 2006-07 school year. No plan to address social studies issue until 2007-08.

OPI Review/Response -2/20/07 – World language addressed. Social studies not addressed – move to Deficiency Status.

Geyser 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach History in grade(s) 7-8 with a secondary level license endorsed for Physical Education and Health (K-12) 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.

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight.
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: PE teacher will no longer teach social studies classes. Art will be offered. No response on world language classes.

OPI Review/Recommendation – 12/07 – Misassignment corrected. Art and world language now offered.

Geyser High School: SY 2006-07 Deficiency

10.55.708.1Teacher is assigned to teach Art in grade(s) 9-12 with an alternative license endorsed for Agriculture. 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. Social Studies is not offered three units each year at the high school level. Second occurrence

2006-07 Response: History misassigment will be corrected. 7-8 art and world language will be offered beginning in the fall of 2007. High school art teacher will be looking in to the internship program. 3 units of high school social studies will be offered beginning fall of 2007.

OPI Review/Recommendation – 12/07 – Recommend approval of the plan. Review of 2007 ADC shows all components in place except misassigned art teacher is not in internship program yet.

Hobson K-12 (All Schools): SY 2005-06 Advice Status

10.55.703.1(c) Administrator is not endorsed – 1st yr.

Hobson Elementary

10.55.708.1 Teacher is assigned to teach physical education in grade(s) K-6 with a secondary level license endorsed for broadfield social studies, history, and political science – 1st yr.

2005-2006 Response: Misassignment corrected. Administrator endorsed as of 5/31/06.

OPI Review/Response -2/20/07 – Plan accomplished

Hobson 7-8: SY 2006-07 Deficiency

10.55.707.1Teacher 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 High School: SY 2006-07 Deficiency

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.

LAKE COUNTY

Polson (All Schools): SY 2004-05 Deficiency Status

10.55.704 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. Second occurrence.

10.55.708 Teacher is assigned to teach special education in grade(s) K-4 with an elementary level license.

10.55.708 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for K-12 physical education and health. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position / program.

10.55.708 Teacher is assigned to teach Japanese in grade(s) 7-8 with a secondary level license endorsed for French and 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.

10.55.708 Teacher is assigned to teach general shop, power mechanics, and building trades in grade(s) 7-8 with a secondary level license endorsed for business education 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.

10.55.703 High School principal does not have an administrator's license endorsed for secondary principal.

2004-2005 Response: District has hired a licensed administrator for the position of curriculum director. Special education teacher is enrolled in the internship program. English teacher is in an internship program. Japanese teacher will only teach Spanish. Shop teacher has enrolled in a vo-tech certification program and anticipates completion in summer 2006. Endorsed principal assumed duties as vice principal.

OPI Review/Response – 2/03/06 – Plan partially accomplished; English teacher is not enrolled in an internship program. Shop teacher is not enrolled in an approved internship program. The OPI will continue to monitor.

2005-2006 Response: English teacher not rehired. Shop teacher is working on his endorsement.

OPI Review/Response – 2/19/07 – Polson 7-8 - Shop teacher remains misassigned – 3rd yr. – not in endorsement internship program. School goes to Advice Status.

Polson 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach general shop, power mechanics, and building trades in grade(s) 7-8 with a secondary level license endorsed for business education and physical education & health 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.

2006-07 Response: Teacher is now endorsed.

OPI Review/Recommendation – 12/07 - Teacher is now properly endorsed.

LEWIS and CLARK

Helena Public Schools

Broadwater School: SY 2006-07 Advice Status

10.55.709.1(a) Broadwater School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.
10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Broadwater School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .668 FTE for 267 students. 1st yr.

2006-07 Response: Librarian FTE now in place. Recommend disapproval of counseling plan.

Bryant School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) K-5 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.710.1 Bryant School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Bryant School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Grade 2 exceeds 20 students by one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor as funds become available.

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

Central School: SY 2006-07 Advice Status

10.55.709.1(a) Central School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.
10.55.710.1 Central School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Central School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .645 FTE for 258 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

OPI Review/Recommendation – 12/07 – Librarian FTE now in place. Recommend disapproval of counseling plan.

Four Georgians: SY 2006-07 Advice Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 3rd yr.
10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Four Georgians School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.288 FTE for 515 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Grade one exceeds 20 students by one (1). Grade two exceeds 20 students by three (3) and one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor when funds become available.

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

Hawthorne School: SY 2005-06 Advice Status

10.55.712.1 K class load exceeds maximum enrollment - no paraprofessional support provided – 3rd yr.

2005-2006 Response: Additional sections of kindergarten have been added district-wide.

OPI Review/Response – 2/21/07 – No overloads – plan accomplished

Hawthorn School: SY 2006-07 Advice Status

10.55.710.1 Hawthorn School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Hawthorn School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Jefferson School: SY 2006-07 Advice Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Jefferson School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .580 FTE for 232 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Jim Darcy School: SY 2006-07 Advice Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Jim Darcy School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .658 FTE for 263 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Two grade one classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Kessler School: SY 2006-07 Advice Status

10.55.710.1 Kessler School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Kessler School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .533 FTE for 213 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Two grade 1 classes exceed 20 students by one (1). 2nd yr.

2006-07 Response: District will hire counselor when funds become available.

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

Rossiter School: SY 2006-07 Advice Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Rossiter School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.128 FTE for 451 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one (1). Two grade 2 classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Smith School: SY 2006-07 Advice Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Smith School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .733 FTE for 293 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Warren School: SY 2006-07 Advice Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Warren School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .655 FTE for 262 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Grade PK exceeds 20 students by one (1). 3rd yr.

2006-07 Response: District will hire counselor when funds become available.

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

Helena Middle School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment – 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Helena Middle School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Five health/physical education classes are overloaded. 4th yr.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Capitol High School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment. 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Capital High School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One Honors Pre-Calc class has 31 students. 4th yr.

2006-07 Response: Additional sections will be added.

OPI Review/Recommendation – 12/07 –Deviation corrected.

Helena High School: SY 2004-05 Advice Status

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

2004-2005 Response: Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.

Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4th yr. Twenty-six classes are overloaded.

2005-2006 Response: Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

OPI Review/Response – 2/21/07 – Plan accomplished

Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1st yr.
10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.

LINCOLN COUNTY

Eureka Elem and 7-8: SY 2004-05 Deficiency Status

10.55.707 One teacher does not have a valid Montana teaching license.
10.55.707 One counselor does not have a valid Montana teaching license.
10.55.712 Class load exceeds maximum enrollment. Grade K exceeds 20 students by two and six. An overload of five students is considered excessive.

2004-2005 Response: The teacher was granted an emergency license January 2005. The counselor has been accepted as a Class 5 within a provisional program. No Response to class load deviation.

OPI Review/Response – 2/03/06 – Plan partially accomplished; teacher has an alternative license. Counselor does not have an alternative license, and continues to be employed as a non-licensed staff member. Class load deviation has been corrected.

2005-2006 Additional Deviations

10.55.709.1(a) Eureka Elementary School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.
10.55.709.1(a) Eureka 7-8 School does not provide a half-time (.5 FTE) licensed librarian for a student population of 126-250 students.

2005-2006 Response: Counselor will be licensed by summer. No comment on library issues.

OPI Review/Response – 2/19/07 – Counselor licensed on 7/17/06. Eureka Elementary still in Deficiency Status for insufficient library FTE. **Eureka 7-8 now Regular Status.**

2006-07 Response: Librarian FTE will be added with funds from a Montana State Library Commission PEEL grant.

OPI Review/Recommendation – 12/07 – Librarian deviation corrected.

McCormick Elem: SY 2004-05 Advice Status/SY 2005-06 Deficiency Status

10.55.708 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level alternative license endorsed for technology education.
10.55.712 One-teacher school exceeds maximum class size of 18. Enrollment is 20 students.

2004-2005 Response: Teacher is currently enrolled in classes to obtain endorsement. Full-time paraprofessional assists with class overload.

OPI Review/Response – 2/03/06 – Plan partially accomplished; teacher is not enrolled in an endorsement internship program. Class load deviation has been corrected.

2005-2006 Response: Teacher is enrolled with intent to receive her elementary endorsement.

OPI Review/Response – 2/19/07 – Teacher is not endorsed. This is the 3rd year that this teacher with secondary level license is teaching elementary self-contained.

2006-07 Response: Teacher will no longer be employed by the district. Will be hiring teacher will correct endorsement.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Troy Public Schools

Troy 7-8: SY 2005-06 Advice Status

10.55.708.1 Two English teachers misassigned as they are secondary endorsed in other subject areas -1st yr.
10.55.713.2 One Montana History class exceeds class size limits by 2 – 1st yr.
10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight.

2005-2006 Response: One teacher is taking courses to become endorsed. The other teacher was miscoded. World language was not offered due to resignation and lack of candidates applying. Will use distance learning beginning SY 2006-07.

OPI Review/Response – 2/19/07 - Both teachers still misassigned. World language still not offered. School will move to Deficiency Status.

Troy 7-8: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Physical Education and Health (K-12) and Special Education (P-12). This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 2nd yr.

2006-07 Response: None

OPI Review/Recommendation – 12/07 – One English teacher misassignment corrected and world language is now offered at 7-8 level. One English teacher remains misassigned.

Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.
10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1st yr.
10.55.713.2 3 classes are overloaded. Second occurrence.

2005-06 Response: District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2nd yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem – two PE classes with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.

Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has

misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3rd yr.

2006-07 Response: Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.

MISSOULA COUNTY

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.

PARK COUNTY

Livingston Public Schools

Park County HS: SY 2005-06 Deficiency Status

10.55.707 Teachers do not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for broadfield science – 1st yr.
10.55.709 Librarian does not have a library endorsement.

2005-2006 Response: The issues of non-licensed and misassigned teachers will be addressed by SY 2006-07.

OPI Review/Response – 2/16/07 – Plan accomplished

Park County High School: SY 2006-07 Advice Status

10.55.709.1(a) Park High School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students.
10.55.713.2 Class load exceeds maximum enrollment of 30 students. One English class exceeds 30 students by one (1).

2006-07 Response: District will hire needed .5 FTE librarian for 2007-08 school year and will limit all classes at the HS to 30.

OPI Review/Recommendation – 12/07 – Plan accomplished.

PHILLIPS COUNTY

Dodson School: SY 2004-05 Advice Status

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Deviations continue to be a problem.

Dodson 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.
10.55.708 Teacher is assigned to teach math in grade(s) 7-8 with a secondary level license endorsed for K-12 physical education and health. This is the second year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

10.55.708 Teacher is assigned to teach biology and general science in grade(s) 9-12 with a secondary level license endorsed for earth science and broadfield social studies. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Math teacher no longer misassigned. Science teacher no longer misassigned. Deviations continue to be a problem.

Dodson School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.
10.55.710 Counselor does not have a counseling endorsement.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished

Dodson 7-8 School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.
10.55.710 Counselor does not have a counseling endorsement.
10.55.902.4 Basic instructional program is not met. Music and world language are not offered ½ unit each year in grades seven and eight.
10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson 7-8 School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for music and world language teachers. All reports will be submitted in timely manner.

OPI Review/Response: Plan partially accomplished; school continues to show basic instructional program is not being met – no Social Studies, Vocational/Technical, Music, Health/PE or World language is being offered. School will stay in Deficiency Status.

Dodson 7-8 School: SY 2006-07 Deficiency

10.55.709.1 Dodson 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.
10.55.902.4 Basic instructional program is not met. Music, World Language, and Vocational Education are not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: A vocational offering was offered. District is still not able to hire a music teacher or schedule a world language course over ITV. Librarian FTE will be assigned to 7-8 beginning with 2007-08 school year.

OPI Review/Recommendation – 12/07 – Librarian assignment made and a fine arts class has been added in place of music. World language is still not offered.

Dodson High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.
10.55.710 Counselor does not have a counseling endorsement.
10.55.904.2 Basic instructional program is not met. Two years of World language not being offered.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson High School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for world language teacher. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished – no deviations

Whitewater High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach physical education in grade(s) 9-10 with a secondary level license endorsed for business education. This is the fourth 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 teaching English in high school with an elementary level license. 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: Business education teacher lacks on one course to finish endorsement in PE. She is waiting for Northern to offer it.

OPI Review/Recommendation – 12/07 – Business teacher still misassigned. Second teacher no longer teaching English. Recommend disapproval of plan. Need to find out how soon the one course will be offered and/or other options.

PONDERA COUNTY

Valier School and Kingsbury: SY 2004-05 Advice Status

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.

2004-2005 Response: Superintendent is now endorsed.

OPI Review/Response – 2/03/06 – Plan accomplished.

Valier 7-8 and High School: SY 2003-04 Deficiency / 2004-05 Advice Status

2003-2004 Deviations:

10.55.707 Teacher does not have a valid Montana teaching certificate.
10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level certificate endorsed for English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level certificate endorsed for biology and physical education and health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2003-2004 Response: Teacher is now certified. Spanish teacher is in program to become endorsed in this area. Science teacher will be reassigned.

OPI Review/Response – 12/15/04 – Plan partially accomplished. The district will be notified that teachers working toward endorsements need to enroll in the endorsement internship program.

2004-2005 Deviations:

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.
10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level license endorsed for English. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level license endorsed for biology and physical education and health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Superintendent is now endorsed. Spanish teacher is completing her endorsement by summer 2006. Science teacher is no longer assigned to this position.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Superintendent is endorsed. Spanish teacher is not enrolled in an approved internship program. Science teacher is properly assigned.

Valier (All Schools): SY 2005-06 Deficiency Status

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

Valier 7-8, Valier High School

10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 7-8 with a secondary level license endorsed for English – 3rd yr.

2005-2006 Response: Counselor has a counseling degree and is working on getting her license – should be completed in the summer of 2007. Misassigned teacher working on her endorsement.

OPI Review/Response –2/21/07 – Both issues remain. School remains in Deficiency Status.

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

2006-07 Response: Counselor is scheduled to complete her endorsement in spring of 2008. World language misassignment will be corrected for 2007-08 school year.

OPI Review/Recommendation – 12/07 – School remains in Deficiency Status. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

POWELL COUNTY

Deer Lodge Public Schools

EF Duvall 7-8: SY 2006-07 Advice Status

10.55.709.1(a) EF Duvall 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. 2nd yr.

2006-07 Response: Student enrollment will drop below 125 in the fall and the problem will be alleviated.

OPI Review/Recommendation – 12/07 – No longer a deviation.

PRAIRIE COUNTY

Terry K-12 Schools

Terry 7-8: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach history and geography with secondary certificate endorsed for Family/Consumer Science -3rd Year

2005-2006 Response: Teacher will no longer be assigned for those classes.

OPI Review/Response –2/15/07 – Plan accomplished.

Terry 7-8: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is no longer employed with district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Terry High School: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach current events in grade(s) 9-12 with a secondary level license endorsed for history and physical education & health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher is no longer employed with district. Misassigned teacher is working on his endorsement in Geography.

OPI Review/Recommendation – 12/07 – Non-licensed teacher is gone. Recommend plan for misassigned teacher be disapproved and district encouraged to get the teacher in to an internship program.

RAVALLI COUNTY

Florence Carlton High School: SY 2004-05 Deficiency Status

10.55.708 Teacher is assigned to teach physics in grade(s) 9-12 with a secondary level license endorsed for biology. This is the third year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708 Teacher is assigned to teach family consumer science in grade(s) 9-12 with a secondary level license endorsed for 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.

10.55.708 Teacher is assigned to teach graphic arts and woods in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 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.

10.55.708 Teacher is teaching English in high school with an elementary level license endorsed for special education P-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 Florence-Carlton High School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fifth occurrence.

2004-2005 Response: Physics teacher has been replaced. Family consumer sciences teacher has been reassigned. Graphic arts and woods teacher will be reassigned appropriately. English teacher will be appropriately assigned. Every effort will be made to meet the library FTE requirement.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Physics, FCS, and English teachers are all appropriately assigned. Graphic arts and woods teacher is still misassigned. A full-time librarian has been assigned.

OPI Review Response – 2/15/07 – Plan accomplished

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.

Stevensville 7-8: SY 2006-07 Advice Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Three Physical Ed classes have 41, 37, and 32 students.
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: Class sizes will be addressed in 2007-08 school year. World Language is offered.

OPI Review/Recommendation – 12/07 – Deviations corrected.

RICHLAND

Lambert K-12 Schools

Lambert 7-8, Lambert High School: SY 2006-07 Deficiency Status

10.55.707.1 Ira Lake does not have a valid Montana teaching license

2006-07 Response: Teacher will not be employed for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Teacher is no longer employed.

ROOSEVELT COUNTY

Froid High School: SY 2006-07 Deficiency Status

10.55.707.1 Joyce Harvey does not have a valid Montana teaching license.

2006-07 Response: Teacher will be properly licensed by 2007-08 school year.

OPI Review/Recommendation – 12/07 – Teacher is now licensed.

ROSEBUD COUNTY

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.

SANDERS COUNTY

Paradise School: SY 2006-07 Advice Status

10.55.710.3 Paradise School and/or district has fewer than 125 students and does not provide school counseling services.

2006-07 Response: District will be applying for an alternative standard.

OPI Review/Recommendation – 12/07 – Recommend approval of plan to apply for alternative standard.

SHERIDAN COUNTY

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 (All Schools): SY 2005-06 Deficiency Status

Plentywood School

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

Plentywood 7-8, Plentywood HS

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.

STILLWATER COUNTY

Park City 7-8: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.713.2 Class load exceeds maximum enrollment of 30 students. Six classes are overloaded. 1st yr.

Park City 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight. 1st yr.
10.55.713.2 Three class loads exceed maximum enrollment of 30 students; Health & Physical Ed has 33 students; Vocational Ag. has 32 students; Montana History has 32 students.

2006-07 Response: Art will be offered beginning 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Park City High School: SY 2005-06 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching license.

2005-2006 Response: Both teachers working on securing their licenses.

OPI Review/Response – 2/21/07 – Both teachers now licensed – no overloads.

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. 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 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.

Reedpoint 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: District will add Art for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

SWEETGRASS COUNTY

Big Timber School: SY 2006-07 Advice Status

10.55.710.2 Big Timber School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .72 FTE for 291 students. 2nd yr.

2006-07 Response: Increase current counselor FTE and count school psychologist to address deficiency.

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

TETON COUNTY

Choteau High School: SY 2005-06 Advice Status

10.55.703.1(c) Administrator does not have a license endorsed for secondary principal - 1st yr.
10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 9-12 with a secondary level license endorsed for music K-12 – 2nd yr.

2005-2006 Response: Administrator is working on his endorsement – should be done by summer 2007. Teacher will enter endorsement internship program.

OPI Review/Response – 2/21/07 – Plan partially accomplished; administrator still not endorsed – 2nd yr – school will move to Deficiency Status

2006-07 Response: Administrator will be endorsed by the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Greenfield 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: Deficiency will be corrected by 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

TREASURE COUNTY

Hysham 7-8: SY 2006-07 Advice

10.55.709.1 Hysham 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.

2006-07 Response: Deficiency will be corrected by 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

VALLEY COUNTY

Frazer Public Schools

Frazer Schools (All schools): 2005-06 Deficiency Status

Frazer Elementary

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1st yr.

Frazer 7-8

10.55.707.1 Teacher does not have a valid Montana teaching license.

Frazer High School

10.55.707.1 Two teachers do not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach business in grade(s) 9-12 with a secondary level license endorsed for social studies broadfield – 1st yr.

2005-2006 Response: None received.

OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. **Misassigned teacher appropriately assigned.**

Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer High School: SY 2006-07 Advice Status

10.55.710 Teacher does not have a counseling endorsement.
10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level.

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Opheim Schools (All Schools): SY 2005-06 Advice Status

Opheim School

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.

10.55.708.1 Teacher is assigned to teach health/physical education in grade(s) K-6 with a secondary level license endorsed for business education – 2nd yr.

Opheim 7-8

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.
10.55.708.1 Teacher is assigned to teach history in grade(s) 7-8 with a secondary level license endorsed for physical education and health K-12 – 2nd yr.
10.55.708.1 Teacher is assigned to teach music and health/physical education in grade(s) 7-8 with a secondary level license endorsed for business education – 2nd yr.
10.55.708.1 Teacher is assigned to teach general agriculture in grade(s) 7-8 with a secondary level license endorsed for physical education and health K-12 – 1st yr.
Note: School has more than 5 percent of its total instructional assignments taught by misassigned staff.

Opheim High School

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.
10.55.708.1 Teacher is assigned to teach music in grade(s) 9-12 with a secondary level license endorsed for business education – 2nd yr.
10.55.708.1 Teacher is assigned to teach history and civics/government in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 - 2nd yr.
10.55.708.1 Teacher is assigned to teach general agriculture in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 – 1st yr.
10.55.708.1 Teacher is teaching music in high school with an elementary level license – 1st yr. **Note:** School has more than 5 percent of its total instructional assignments taught by misassigned staff.

2005-2006 Response: Administrator plans to be endorsed by summer of 2007. Misassignments are problematic in that teachers come and go – some are working on endorsements – some the district simply cannot hire due to lack of candidates.

OPI Review/Response – 2/21/07 – Current projected status for 2006-07:

Elementary – Deficiency – administrator still not endorsed.

7-8 – Deficiency – administrator still not endorsed; three misassigned teachers (still more than 5 percent); and no World language being offered.

HS – Deficiency – administrator still not endorsed and three misassigned teachers (still more than 5 percent).

Opheim Public Schools (All Schools) SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 2nd yr.
10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal. 2nd yr.

2006-07 Response: Administrator is now endorsed as K-12 principal. Administrator will be eligible for a superintendent's endorsement by the 2008-09 school year.

OPI Review/Recommendation – 12/07 – Recommend approval.

Opheim 7-8: Additional Deviations

10.55.708.1 Teacher is assigned to teach General Agriculture in grade(s) 7-8 with an elementary level license endorsed for Physical Education & Health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach Music in grade(s) 7-8 with a secondary level license endorsed for Biology 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.
10.55.708.1 Teacher is assigned to teach Music and Health/Physical Education in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the third year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight.
Note: School has more than 5% of its total instructional assignments taught by misassigned staff.

2006-07 Response: Teachers who are misassigned are no longer employed with the district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Opheim High School: Additional Deviations

10.55.708.1 Teacher is assigned to teach Music in grade(s) 9-12 with a secondary level license endorsed for Business Education. This is the third 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 General Agriculture in grade(s) 9-12 with a secondary level license endorsed for Physical Education & 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.
10.55.708.1 Teacher is assigned to teach Music in grade(s) 9-12 with a secondary level license endorsed for Biology 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.
Note: School has more than 5% of its total instructional assignments taught by misassigned staff.

2006-07 Response: Teachers who are misassigned are no longer employed with the district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

WHEATLAND COUNTY

Harlowton Schools - Hillcrest School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.803 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equal access to learning resources, including technology.
10.55.901 Duncan Ranch, Martinsdale, and Spring Water Colonies do not have an education program aligned to the program area standards that enables students to meet the content and performance standards.
10.55.1003 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process; access to a variety of current technologies and informational resources.
10.54.7510 Duncan Ranch, Martinsdale, and Spring Water Colonies do not meet the technology content and performance standards.

2005-2006 Response: Teacher is a paraprofessional not a teacher. Superintendent believes the Martinsdale attendance center should have the option not to have computers. They are teaching GPS, programmed sewing machines and technology in the practical world.

OPI Review/Response – 2/21/07 – Teacher/paraprofessional is now licensed. Equal access is still an accreditation issue. School remains in Deficiency Status.

Hillcrest School: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach All Title I in grade(s) K-8 with a secondary level license endorsed for K-12 Music. 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 All title I in grade(s) K-8 with a secondary level license endorsed for Family and Consumer Sciences. 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.
10.55.803 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equal access to learning resources, including technology. 2nd yr.
10.55.901 Duncan Ranch, Martinsdale, and Spring Water Colonies do not have an education program aligned to the program area standards that enables students to meet the content and performance standards. 2nd yr.
10.54.7510 Duncan Ranch, Martinsdale, and Spring Water Colonies do not meet the technology content and performance standards. Second occurrence.

OPI Review/Recommendation – 12/07 – Deviations other than equal access issues have been corrected. OPI is working with Harlowton to address those issues. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Judith Gap K-12 Schools

Judith Gap School: SY 2006-07 Advice Status

10.55.709 Judith Gap School does not provide library services. 1st yr.
10.55.710 Teacher does not have a counseling endorsement. 1st yr.

2006-07 Response: Teacher is working on her library endorsement. Teacher will be enrolled in counseling internship program.

OPI Review/Recommendation – 12/07 – Recommend approval but encourage teacher to enroll in the library internship program.

Judith Gap 7-8: SY 2006-07 Advice Status

10.55.709.1 Judith Gap 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.
10.55.710 Sandra Woldstad does not have a counseling endorsement. 1st yr.

2006-07 Response: Teacher is working on her library endorsement. Teacher will be enrolled in counseling internship program.

OPI Review/Recommendation – 12/07 – Recommend approval but encourage teacher to enroll in the library internship program.

YELLOWSTONE COUNTY

Billings Schools: SY 2005-06 Advice and Deficiency Status

Alkali Creek School - Advice

10.55.710.2 Alkali Creek School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.093 FTE for 437 students.
10.55.712.1 Class load exceeds maximum enrollment. Third occurrence. One grade K class exceeds 20 students by one (1). 3 grade 1 classes exceed 20 students by two (2) or 3 (3). Two grade 4 classes exceed 28 students by one (1) each.

2005-2006 Response: School is addressing counseling FTE as hiring permits. Overloads will be addressed.

OPI Review/Response – 2/21/07 - Overloads addressed. Counseling still an issue–move to Advice Status.

Billings West High School - Deficiency

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.

2005-2006 Response: License issue addressed. Will monitor overloads and work to eliminate.

OPI Review/Response – 2/21/07 – Four classes still have overloads. School now Regular with Deviations Status.

Billings Public Schools – SY 2006-07 Advice-Deficiency Status Determinations

Alkali Creek School – Advice

10.55.710.2 Alkali Creek School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.115 FTE for 446 students. 2nd yr.

2006-07 Response: District will hire 1 FTE counselor for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Bench School – Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.709 Teacher does not have a library endorsement.

2006-07 Response: New librarian will be hired for 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Eagle Cliffs Elementary - Advice

10.55.710.2 Eagle Cliffs School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.220 FTE for 488 students. 2nd yr.

2006-07 Response: Enrollment is predicted to be around 400 for 2007-08 school year. A 1.0 FTE counselor will be assigned.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Highland School - Advice

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. 2nd yr.

2006-07 Response: No plan provided.

OPI Review/Recommendation – 12/07 – Monitor.

Meadowlark School - Advice

10.55.709.1(a) Meadowlark School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 1st yr.
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. 2nd yr.

2006-07 Response: Meadowlark enrollment includes special education students attending pre-school at Headstart and community centers. Actual count for accreditation purposes should be 345.

OPI Review/Recommendation – 12/07 – No deviations.

Poly Drive School - Advice

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.

2006-07 Response: District wants to include social worker and psychologist as well as .5 FTE counselor.

OPI Review/Recommendation – 12/07 – Recommend approval and monitor.

Rose Park School - Advice

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.

2006-07 Response: District will assign .6 FTE counselor for 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Custer 7-8: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach geography and history in grade(s) 7-8 with a secondary level license endorsed for physical education and health K-12 – 3rd yr.
10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 7-8 with a secondary level license endorsed for broadfield science and school counseling K-12 – 1st yr.

2005-2006 Response: Both teachers are working on their endorsements.

OPI Review/Response: Plan partially accomplished; misassigned PE teacher is still misassigned – 4th yr. School will move to Deficiency Status.

SY 2006-07 Status – Continued misassignment.

2006-07 Response: Teacher is still working on endorsement. Plans to finish spring 2008.

OPI Review/Recommendation – 12/07 – Given short time frame to completion recommend approval of plan and monitor.

Independent School: SY 2006-07 Advice Status

10.55.709.1(a) Independent School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. 3rd yr.
10.55.712.1 Class load exceeds maximum enrollment. Two grade 2 classes exceed 20 students by one (1) each and one grade 1 class exceeds 20 students by three (3). 1st yr.

2006-07 Response: District will employ two licensed librarians totaling 1.25 FTE for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Laurel Public Schools

Fred W. Graff School: SY 2006-07 Advice Status

10.55.710.2 Fred W. Graff School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.135 FTE for 454 students. 1st yr.
2006-07 Response: District is reconfiguring K-8 format to create 1-2, 3-4, and 5-8 schools.

OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows deviation corrected.

Shepherd Public Schools

Shepherd 7-8: SY 2006-07 Advice Status

10.55.709.1(a) Shepherd 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. 3rd yr.
10.55.710.2 Shepherd 7-8 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .403 FTE for 161 students. 1st yr.

2006-07 Response: District will provide required librarian FTE for the 2008-09 school year. **The counseling deviation was not addressed in the plan.**

OPI Review/Recommendation – 12/07 – Recommend approval of library plan. Follow-up on counseling deficiency as part of the next improvement plan.

Shepherd High School: SY 2006-07 Advice Status

10.55.709.1(a) Shepherd High School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. 3rd yr.

2006-07 Response: District will provide required librarian FTE for the 2008-09 school year.

OPI Review/Recommendation – 12/07 – Recommend approval of library plan.

PRIVATE SCHOOLS

Bozeman - Mount Ellis Academy: SY 2004-05 Deficiency Status

10.55.707 Music teacher does not have a valid Montana teaching license.
10.55.708 Teacher is assigned to teach physics in grade 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Music teacher will complete her final course for the music endorsement by September 2005. Physics teacher is working toward either a physics or broadfield science endorsement.

OPI Review/Response – 2/03/06 – Plan not accomplished; music teacher is still not licensed. Physics teacher is not endorsed.

SY 2005-06 Deficiency Status

10.55.703.1(c) Teacher does not have an administrator's license endorsed for secondary principal.
10.55.707.1 Teacher does not have a valid Montana teaching license – 2nd yr.
10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish – 2nd yr. – 4th yr with program.
10.55.708.1 Teacher is assigned to teach automotive technology in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies and history – 1st yr.
10.55.714 Mount Ellis Academy does not provide the minimum of seven PIR days (42 hours). The school reported 38 hours of PIR.

2005-2006 Response: Administrator is licensed as of 2/8/06. Teacher who is not licensed is working on it – licensed teacher will fill in for the teacher during SY 2006-07. Misassigned teachers are working on their endorsements. Thought the PIR day requirement applied only to Title I schools – will correct for SY 2006-07.

OPI Review/Response – 2/19/07 – Plan not accomplished except for PIR day requirement. In addition to above non-licensed teacher school is using one other non-licensed teacher this year. School will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching licenses.
10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach automotive tech in grade(s) 12 with a secondary level license endorsed for social studies (broadfield) and history. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: One teacher was a reporting mistake. The other teacher is now fully certified. Physics and automotive teachers are working on their endorsements.

OPI Review/Recommendation – 12/07 – Non-licensed teacher deviations corrected. School needs to look at internship program for misassignments. Recommend disapproval of overall plan. OPI will need to visit school and review situation with the administration.

Busby - 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.

Busby - 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.

Busby - 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 17required 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.

Busby - Northern Cheyenne Tribal Schools

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 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 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 will schedule a visit at the district and report back at the March BPE meeting.

Two Eagle River School: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: There were processing problems within the Northern Plains Transition to Teaching Program. This has been resolved. Teacher is now fully certified.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies – 1st yr.

2005-2006 Response: Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2nd yr.
10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.

Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
January 11, 2008 Meeting

Item		Presenter	Time
1.	Student Enrollment/Evaluation	Gettel	3 min
2.	Human Resources - Personnel Actions - Update on negotiations with MEA-MFT	 Gettel	 3 min
3.	School Improvement – Action Item* - Update on strategic planning process - Update on LFC performance measures and LAD performance audit - Preliminary consideration of new proposals for the 2011 biennial budget - *Approval of 2007-08 Calendar	Gettel	5 min
4.	Professional Development Activities - Update on in-service training	Informational	
5.	MSDB Foundation Activities - Update on activities	Informational	
6.	Conferences, Meetings and Contacts	Gettel	3 min
7.	Budget and Finance - Update on budget	Sykes	3 min
8.	Facilities and Safety - Update on current projects - MSDB Safety Manual	Sykes	3 min
9.	School Calendar of Events	Informational	
10.	Student News and School Events	Informational	
11.	Public Comment for Non Agenda Items		