

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

November 12-13, 2009

MONTANA STATE CAPITOL
Room 152

November 12, 2009 - Thursday
1:00 PM

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

(Items can be pulled from Consent Agenda if requested)

- A. September 10-11, 2009 Minutes
- B. Financials

INFORMATION ITEMS

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

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

BOARD OF PUBLIC EDUCATION APPEARANCES

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

❖ **CSPAC LIAISON – Angela McLean (Item 3)**

Item 3 **CSPAC REPORT**
Peter Donovan

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

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

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

Item 6 GOVERNOR'S OFFICE REPORT
Dan Villa

Item 7 STUDENT REPRESENTATIVE'S REPORT
Tim Seery

❖ ACCREDITATION COMMITTEE – Storrs Bishop (Item 8)

Item 8 MT STANDARDS FOR ARTS AND THE MT ARTS COUNCIL
Arni Fishbaugh, Executive Director and Beck McLaughlin, Education &
Web Services Director, Montana Arts Council

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 9-13)

Item 9 2009 TEACHER OF THE YEAR REPORT
Sally Broughton

Item 10 CIRCLE OF SCHOOLS
Dr. Richard Littlebear, President, Chief Dull Knife College

Item 11 COMPREHENSIVE TOBACCO-FREE SCHOOL POLICY
Cheri Seed, Tobacco Specialist, OPI

November 13, 2009 – Friday
8:30 AM

Item 12 SPOTLIGHT ON THE OPI EDUCATIONAL OPPORTUNITY AND EQUITY
DIVISION
BJ Granbery, Educational Opportunity & Equity Division Administrator, OPI

Item 13 FINDINGS OF THE 2009 MONTANA YOUTH RISK BEHAVIOR SURVEY
Susan Court, Youth Risk Behavior Survey Specialist, OPI

❖ MACIE LIAISON – Cal Gilbert (Item 14)

Item 14 MACIE REPORT
Norma Bixby

DISCUSSION ITEMS

❖ ASSESSMENT COMMITTEE – Sharon Carroll (Item 15)

Item 15 ASSESSMENT UPDATE
Judy Snow, Statewide Student Assessment Specialist, OPI

❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 16-17)

Item 16 FEDERAL UPDATE
Nancy Coopersmith, Assistant Superintendent, OPI

- Item 17 **NATIONAL COMMON CORE STATE STANDARDS INITIATIVE**
 Nancy Coopersmith, Dan Villa, Patty Myers, and Steve Meloy
- ❖ **EDUCATION AND LOCAL GOVERNMENT INTERIM K-12 SUBCOMMITTEE – Patty Myers (Item 18)**
- Item 18 **EDUCATION AND LOCAL GOVERNMENT COMMITTEE**
 Steve Meloy
- ❖ **LICENSURE COMMITTEE – Angela McLean (Items 19-23)**
- Item 19 **UPDATE OF ACCREDITATION ON-SITE VISITS OF PROFESSIONAL EDUCATION UNITS**
 Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI

ACTION ITEMS

PUBLIC COMMENT

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

- Item 20 **DENIAL HEARING - CASE #2009-04 (CLOSED)**
 Steve Meloy
- Item 21 **REVOCAION - CASE #2007-703 (CLOSED)**
 Steve Meloy
- Item 22 **RECOMMEND APPROVAL OF CRITICAL QUALITY EDUCATOR SHORTAGE AREAS**
 Madalyn Quinlan, Chief of Staff, OPI
- Item 23 **NOTICE OF ADOPTION OF NEW RULE I AND AMENDMENT OF ARM 10.57.102, 10.57.201, 10.57.204, 10.57.215, 10.57.301, 10.57.413, 10.57.420, 10.57.425, 10.57.426, AND 10.57.437 PERTAINING TO EDUCATOR LICENSURE**
 Peter Donovan
- ❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 24-25)**
- Item 24 **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO ARM 10.54.3010 THROUGH 10.54.3898 COMMUNICATION ARTS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**
 Kris Goyins, Communication Arts Curriculum Specialist, OPI
- Item 25 **PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS**
 Al McMilin, Accreditation Unit Manager, OPI

INFORMATION ITEM

❖ MSDB LIAISON – Patty Myers (Item 26)

Item 26 MSDB COMMITTEE MEETING REPORT Steve Gettel

PRELIMINARY AGENDA ITEMS – January 7-8, 2010

5 YCEP Process Update
Exiting Board Member – Last Meeting
Transportation Report
Assessment Update
Federal Update
MACIE Update
Report on Teacher Education Program
Alternative Standards Request

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BOARD OF PUBLIC EDUCATION **MEETING MINUTES**

September 10-11, 2009

BROWNING SCHOOL ADMINISTRATION BUILDING
ADMINISTRATION BOARD ROOM
129 1ST Avenue South East
Browning, MT

September 10, 2009 - Thursday

8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:30 AM. The meeting was opened by 2nd and 3rd grade Browning students performing the Flag Song. Just as the United States has its own National Anthem, most tribes have their own Flag Song. Mr. Art West Wolf and Mr. Pat Armstrong performed with the students and noted that this particular Flag Song was given to them by their Native American WWII veterans. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers announced that the Board of Public Education decided to hold this meeting in Browning, MT in order to take State Superintendent Denise Juneau home. The Board of Public Education was welcomed by Ms. Donna Yellow Owl, Browning Board of Trustees Chair and Mr. Peter D. Tatsey, Vice Chairman of the Blackfeet Tribal Business Council. Introductions included: Senator Carol Juneau; Mr. Stan Juneau; Representative Shannon Augare; MACIE Chair, Norma Bixby; and various MACIE and MIEA members. Ms. Patty Myers noted that Item 17 will be moved after Item 13 and that Items 14-16 will be moved to Friday's agenda due to a time certain dinner hosted by MIEA and MACIE.

Mr. Storrs Bishop moved: to adopt the agenda as revised. Mr. Bernie Olson seconded. Motion passed unanimously.

PUBLIC COMMENT

CONSENT AGENDA

Items on the consent agenda were adopted as presented.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, and Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent Denise Juneau; Dr. Sylvia Moore represented Commissioner Sheila Stearns and Mr. Dan Villa represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Mary Johnson, Superintendent, Browning Public Schools; Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Dale Kimmet, Accreditation Specialist, OPI; Mr. Bill Sykes, Finance Director, MSDB; Mr. Steve Gettel, Superintendent, MSDB; Mr. Tim Harris, Special Education Division Administrator, OPI; Ms. Kris Wilkinson, Legislative Fiscal Analyst, LFD; Mr. James DeHerrera, MTSBA/ISBC; Ms. Joyce Silverthorne, P-20 Policy Advisor, OPI; Mr. John E. Salois, President, Blackfeet Community College; Ms. Donna Yellow Owl, Chair, Browning Board of Trustees; Ms. Norma Bixby, Chair, Montana Advisory Council on Indian Education (MACIE); Ms. Sandra Boham, Montana Indian Education Association (MIEA) and MACIE Member; Ms. Jennifer Flat Lip, MIEA and MACIE Member; Mr. Terry Kendrick, MIEA Director; Mr. Joe Arrow Top, MIEA Member; Ms. Luanne Kicking Woman, MIEA Member; Ms. Ann Gilkey, Legal Council, OPI; Senator Carol Juneau; Mr. Stan Juneau; Representative Shannon Augare; Ms. Arlene Augare,

teacher; Mr. Peter D. Tatsey, Vice Chair, Blackfeet Tribal Business Council; Ms. Nikki Hannon, Learning Coordinator, Blackfeet Learning Academy; Mr. Dennis Juneau, Instructor, Blackfeet Learning Academy; Mr. Ronnie Dragonfly, student, Blackfeet Learning Academy; Mr. Daniel Williams, student, Blackfeet Learning Academy; Mr. Art West Wolf, Blackfeet Language Teacher, Browning Public Schools; and Mr. Pat Armstrong, Teacher Assistant, Browning Public Schools.

INFORMATION ITEMS

Item 1

CHAIRPERSON'S REPORT - Patty Myers

- August 17, 2009 Welcomed Teacher/Staff @ MSDB, Great Falls, MT
- August 19, 2009 Math/Science Teacher Initiative Steering Committee, Salmon Lake, MT
- August 24, 2009 BPE Conference Call Meeting
- September 1, 2009 MSDB Committee Meeting Conference Call

BOARD OF PUBLIC EDUCATION APPEARANCES

Angela McLean

- August 24, 2009 BPE Conference Call Meeting

Sharon Carroll

- August 24, 2009 BPE Conference Call Meeting

Storrs Bishop

- August 24, 2009 BPE Conference Call Meeting

Bernie Olson

- August 20, 2009 Kindergarten to College Workgroup, Helena, MT
- August 24, 2009 BPE Conference Call Meeting
- September 1, 2009 MSDB Committee Meeting Conference Call

John Edwards

- August 24, 2009 BPE Conference Call Meeting

Item 2

EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- Mr. Steve Meloy noted that the Board of Public Education will reauthorize MACIE every two years as identified on the Annual Agenda Calendar. Mr. Tom Thompson, former BPE member, moved to establish the Indian Education Advisory Council during the April 12-13, 1984 Board of Public Education meeting.
- The Governing Board of the Montana Virtual Academy (MVA) includes the following: Chair Dr. Bruce Messinger, district administrator; Vice Chair Mr. Dennis Parman, superintendent of public instruction designee; Commissioner Sheila Stearns, commissioner of higher education; Ms. Barbara Fettig, Montana-licensed and currently practicing classroom teacher; and Bryan Duval, school district trustee. Dr. Bobbie Evans is the ex-officio member who will act as the facilitator for discussion. The University of Montana will provide the technical infrastructure for the Montana Virtual Academy. During the September 2, 2009 MVA meeting the hiring of staff, budget, and the timeline which included classes beginning in the fall of 2010 were discussed.
- Mr. Steve Meloy reviewed the meetings that he attended as identified on the Board of Public Education's 2009 calendar.
- Mr. Steve Meloy addressed the following points during his presentation: Working with the legislature on the fiscal responsibility processes for SB 152; by-laws for the Learning First Alliance; Class 8 revisions; Common Core Standards; MEA-MFT Conference; NASBE Conference; and license denial process.

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan presented the highlights of the July 23, 2009 Certification Standards and Practices Advisory Council (CSPAC) Meeting and a list of meetings attended from July to the present. He noted that the Council of Deans will be meeting with CSPAC on October 8, 2009 in Missoula, MT.

CLASS 8 UPDATE

During the first round of reviewing Class 8 applications there were only three. The second round increased to more than fifty applicants. Approximately forty of them were approved. Some that weren't approved were eligible for Class 4 licenses. Additional applicants that are pending are highly qualified professors, but their specific areas of expertise do not match the level of endorsements available. The Class 8 Review Panel has proposed some modifications to the rule to assist highly trained professors in obtaining a Class 8 license. The proposed amendments will be presented during Item 12. Mr. Steve Meloy identified the success of the Class 7 license and how the Class 8 license is modeled after that work. Ms. Arlene Augare was the first Montana American Indian who obtained a Class 7 license.

AREAS OF PERMISSIVE SPECIALIZED COMPETENCY UPDATE

Mr. Peter Donovan reviewed the rule 10.57.412(3) Class 1 and 2 Endorsements to determine if Advanced Placement (AP) could be considered for an area of specialized competency. He determined that it would not meet the requirements because an AP teacher is not required to complete a minimum of 20 semester college credit hours or equivalency in a specific academic area.

ACCESS TO TRAINING FOR TEACHERS OF DEAF AND BLIND STUDENTS

Mr. Peter Donovan noted that the Board of Public Education will be taking action on the New Rule I pertaining to Sign Language Interpreters under Item 13 of this agenda. Mr. Peter Donovan was pleased to report that the Sign Language Interpreters' Standards Workgroup that consisted of experts from the Montana School for the Deaf and Blind (MSDB); Special Education Division, OPI; Montana Registry of Interpreters for the Deaf (MRID); and the Montana Association of the Deaf (MAD) provided assurances on ways to implement and provide teachers with the training that they need to obtain this standard of instruction. MSDB will be providing outreach support and develop a survey to send out to the interpreters to determine how they obtained their training and continuing education needs. This will assist in determining a model. Most agreed that more work needs to be done to educate school districts in their responsibilities of serving the hearing impaired.

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

State Superintendent Denise Juneau listed some of the following events that she attended across the state: Browning High School Dedication; Browning staff orientation; Pryor Schools orientation; Missoula Schools orientation; President Obama's visit in Bozeman; public hearing for the Land Board in Lame Deer; Spring Creek Coal Mine; Montana's Title I Statewide System of Support (SSOS) meeting; and Girls' State to name a few.

The Strategic Directions Report included the following directives:

- Ensure that every child begins school and graduates with knowledge and skills necessary for success in the 21st century global society through the creation and implementation of a comprehensive P-20 education plan.
- Provide current and accurate education information to the state, school districts and schools to promote data-driven policy decisions and assist in improving teaching and learning.
- Improve student achievement in struggling schools by providing leadership to school improvement efforts across the state.
- Provide systematic training opportunities and focused staff development for OPI staff to support their work and ensure quality customer service.
- Improve school-community relationships and student performance through the development and implementation of a comprehensive communication plan.

The overall goals and highlights to-date followed each directive. Discussion ensued about instructional coaches, resource coaches, and school coaches that provide schools who do not meet Annual Yearly Progress (AYP) with specific direction. State Superintendent Denise Juneau said she would invite Ms. BJ Granbery, ESEA Title I Improvement Specialist, to the next Board of Public Education meeting as the Office of Public Instruction's spotlight.

It was announced that State Superintendent Denise Juneau was honored as the Educator of the Year by the National Indian Education Association.

Item 5 **COMMISSIONER OF HIGHER EDUCATION'S REPORT - Deputy Commissioner, Academic & Student Affairs, Dr. Sylvia Moore**

Dr. Sylvia Moore stated that Commissioner Sheila Stearns has been very involved with the selection process of the new president of Montana State University. The three finalists are: Dr. Steven Angle, provost, Wright State University; Dr. Waded Cruzado-Salas, executive vice president and provost, New Mexico State University; and Dr. Steven Leath, vice president of research and sponsored programs at the University of North Carolina. The Commissioner of Higher Education's office is currently in the process of searching for the new Director of American Indian/Minority Achievement to replace the position previously held by Ms. Ellen Swaney. Dr. Sylvia Moore provided the Board of Public Education with Resolution #2 of the Montana Board of Regents on Two-Year Education Goals and Strategies that included the following strategies:

1. Bring the comprehensive community college mission-transfer education, workforce education, and college/workforce readiness – to all two-year campuses in Montana.
2. Develop approaches to programming, services, and tuition/fees specifically targeted to increasing adults' enrollment in two-year education and completion of two-year degrees.
3. Develop a certification of completion for the "two-year college transfer core" to facilitate student transfer and reward the completion of a quality-assured credential.
4. Establish common related instruction requirements in programs leading to the same career to ensure equity of access and adequacy of preparation.
5. Designate two-year colleges (along with MSU-Northern, UM-Western, and participating tribal Colleges) as regional "hubs" for partnerships supporting high school-college transitions and workforce development.
6. In collaboration with the Office of Public Instruction, develop a statewide protocol for dual enrollment and other high school-to-college transitions.
7. Create a virtual community college offered on a consortium basis, featuring the "two-year college transfer core," dual enrollment opportunities, and programming of participating two-year colleges.
8. Coordinate/integrate data systems and improve network connectivity to support data analysis and resource-sharing.
9. Implement outcomes-based funding strategies.

Dr. Sylvia Moore stressed that the biggest challenge is to preserve quality and increase participation with a flat budget. The following "one-pagers" were distributed: Admission Standards and Distance Learning. Discussion ensued on the following topics: H1N1; honors scholarships that are tied to the rigorous core; Montana Virtual Academy; number of distance learning students and how they are counted; math remediation rates; and math proficiency exams.

Item 6 **GOVERNOR'S OFFICE REPORT - Dan Villa**

Mr. Dan Villa stressed the 5 points of the Governor's educational plan are: affordability, accessibility, portability, durability, and sustainability. Governor Schweitzer believes that the drop-out rate isn't as high as the data reflects due to the loopholes that are in the data collection system.

Governor Brian Schweitzer continues to meet with the Crow Nation to promote the Many Stars Coal-to-Liquids project which requires highly trained, skilled workers. The Energy System Technology & Education Center (ESTEC) embraces a model of collaboration between education, industry, and community outreach partners. The three operating partners of ESTEC bring a system for providing industry approved curriculum and a community wide STEM outreach component that has proven successful.

presented.

Item 9 **MONTANA INDIAN EDUCATION ASSOCIATION REPORT - Senator Carol Juneau, Chair, MIEA**

Senator Carol Juneau introduced the Montana Indian Education Association (MIEA) members who were present, provided the Board of Public Education MIEA pins, and thanked the Board for its effort to build positive relationships between the Indian communities and state policy makers that will translate to success for Indians students. Ms. Sandra Boham and Ms. Jennifer Flat Lip presented the approved Montana Indian Education Association Resolutions for 2009.

- 2009-01: Indian Hiring Preference Policy in Public Schools on Indian Reservations
- 2009-03: Close the Achievement Gap and Increase Graduation Rates for American Indian Students in Montana's K-12 Schools
- 2009-04: Use Funds Allocated for the Achievement Gap and At Risk Students (*if funding is restored for At Risk Students*) to Close the Gap and Support At Risk Students with Accountability through Ongoing Reports
- 2009-05: Increase the On-Going Funding for Indian Education for All for 2009 Biennium
- 2009-06: Annual Report on the Status of Indian Education by MBPE and BOR
- 2009-07: Building an American Indian Data Bank at OPI
- 2009-08: Funding for Indian Education for All in the Units of the University System
- 2009-09: Revise Reporting for NCLB Adequate Yearly Progress (AYP) and Reporting and Defining Graduation Rates
- 2009-10: Preservation and Revitalization of Montana Tribal Language
- 2009-11: Restore the \$10.0 Million in At Risk Funding
- 2009-12: Indian School Board Caucus Advocacy for Indian Education for All and Closing the Achievement Gap
- 2009-13: Report Closing the Gap and At Risk Student Funds be Developed to Provide a System of Accountability for Funds
- 2009-14: Improving Urban Indian Education
- 2009-17: In Support of Graduating Students Wearing Items of Cultural Significance during Graduation Ceremonies
- 2009-20: MACIE is Recognized as the Formal Group to Advise the Office of Public Instruction and the Board of Public Education
- 2009-21: The MIEA Supports the Inclusion of Indian Education for All in Early Childhood Programs in Montana

Other items that were presented included: Urban Indian Education Forum, November 19-20, 2009, Great Falls; MIEA Convention, April 8-11, 2010, Billings; inclusion of Indian Education for All in the math accreditation standards; appreciation of the position that Montana has taken in the National Common Core Standards; Race to the Top Funds; inclusion of American Indian communities in the discussion of distance learning to reservations; and the reporting and accountability on the use of American Recovery and Reinvestment Act (ARRA) fund. Discussion ensued about Mr. Bernie Olson's question in regard to why Kalispell does not reflect a high school completion rate for Indian students according to Resolution 2009-14. There appears to be some conflicting data. Mr. Cal Gilbert expressed the passion that is exhibited by the Montana Indian Education Association and its partners to save our Montana American Indian children.

Item 10 **KINDERGARTEN TO COLLEGE WORKGROUP UPDATE - Bernie Olson and Steve Meloy**

The Kindergarten to College Workgroup met on August 20, 2009. Mr. Bernie Olson and Mr. Steve Meloy were in attendance. Mr. Bernie Olson reported on the item concerning Leveraging Longitudinal Data Systems for Student Success with input from Mr. Dan Villa. It was noted to qualify for the second round of Education Stabilization funds from the American Recovery and Reinvestment Act of 2009 (ARRA) states must demonstrate progress in four areas of education reform:

- Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;

- Creating rigorous college-and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
- Providing intensive support and effective interventions for the lowest-performing schools; and
- Establishing data systems that track students' progress from prekindergarten to college and careers and foster continuous improvement.

ARRA provides a strategic opportunity for states to build the political will and take the practical steps to remove current barriers to accessing, sharing and using data to improved student success. Mr. Bernie Olson asked if we should sell our souls to get the money. Mr. Dan Villa stated that Montana needs to be positioned to avail itself to the stimulus money. Mr. Bernie Olson concluded by saying that the State of Montana should not give up what is important just to receive the money.

Mr. Steve Meloy reported that the Kindergarten to College Workgroup is a subcommittee of the Board of Education. Up until now it had been focused primarily on workforce development. The Leveraging Longitudinal Data Systems have already been started and Montana should be at the table. The Board of Public Education needs to stay partnered with the Governor's Office because Governor Schweitzer continues to be at the table with the Board of Education. Mr. Dan Villa supported Mr. Steve Meloy's point about the workforce development and believes that it has materialized through projects such as the Many Stars Coal-to-Liquids project. The work underway enables the Kindergarten to College Workgroup focus on student success and the Race to the Top application. Mr. Bernie Olson stated that the State of Montana knows what the problems are and has a good concept as to how to address them, but the model shown to Montana does not match with its concepts.

2:20 PM Ms. Angela McLean and Mr. Dan Villa departed

2:30 PM Closed BPE Meeting

Item 11 SURRENDER OF TEACHER LICENSES (CLOSED SESSION) - Ann Gilkey

Ms. Ann Gilkey reported to the Board of Public Education two surrenders as required by Administrative Rules of Montana 10.57.605(5): "The Superintendent of Public Instruction shall provide notice to the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender." The surrenders were assigned the following case numbers: Surrender 2009-06 and Surrender 2009-07.

3:00 PM Opened BPE Meeting

Item 12 RECOMMENDED REVISIONS OF ADMINISTRATIVE RULES OF MONTANA CHAPTER 57, EDUCATOR LICENSURE - Peter Donovan

During the Board of Public Education meeting on March 13, 2009 the Board adopted changes to Chapter 57 of Administrative Rule, Educator Licensure, as recommended by the Chapter 57 Review Team. The Review Team convenes every 5 years as required by ARM 10.57.101 (1) to conduct a comprehensive review of the entire chapter. In implementing those recommended changes, the OPI Educator Licensure Division discovered omissions and clerical errors in administering the new rule. This agenda item was presented to correct those omissions and errors. No significant changes were requested to most of the chapter. However, with the implementation of the Class 8 Dual Credit-only Post-Secondary Faculty License, two difficulties arose with regard to (1) endorsement of faculty who are highly specialized in their field of study and (2) those faculty members teaching in Career and Technical fields, e.g. Health Occupations. Changes to the Class 8 language will allow licensing of these areas and create additional dual credit opportunities for Montana's students.

Mr. Steve Meloy addressed that the way 10.57.438 (NEW) Class 8 Dual Credit-Only Postsecondary Faculty License Endorsement (3) was written included the Board of Public Education in the decision process. If left as written a denied applicant for the Class 8 would not have the opportunity to appeal to the Board itself. The suggested revision was as follows: (3) Applicants for the class 8 license with

terrorist attacks and for those that serve the United States.

DISCUSSION ITEMS

10:00 AM Deputy Commissioner of Academic & Student Affairs, Dr. Sylvia Moore departed

Item 18 BLACKFEET LEARNING ACADEMY - Nikki Hannon and Dennis Juneau

Ms. Nikki Hannon, Learning Coordinator, reported that the Blackfeet Learning Academy (BLA) provides a unique educational opportunity to students who wish to attain their high school diploma but who feel that traditional high school does not accommodate their needs. The Blackfeet Learning Academy was envisioned in the fall of 2003 by a group of educators from the Browning Public Schools. In cooperation with the Blackfeet Community College, BLA came into existence in the fall of 2004. Eighty-six students have graduated beginning with the first graduation class in 2005.

Mr. Dennis Juneau, Blackfeet Learning Academy Instructor, reported that the Blackfeet Community Culture Class begins by laying a foundation of trust between the teachers and students by creating a culture of respect. The significance of this class has eliminated physical confrontations in the past 5-years. The following quote was written by John Marciano from his book Civil Illiteracy and Education: Battle for the Hearts and Minds of American Youth: "Civics Literacy is vital because it will bring us together as one people with common beliefs in a time when stress and multicultural traditions are breaking us apart." Mr. Juneau also stressed that the success of the BLA is connected to the power of the place being located on a college campus because higher education is just a walk across the parking lot. Students are taught to identify the enemy, which are stereotypes that they think are holding them back. The four things that make a Blackfeet are: land; family; choice about personal and/or tribal identity; and believing and following Blackfeet values and characteristics of being self-motivated, hardworking, responsible, and positive role model.

Two students provided testimony pertaining to the Blackfeet Learning Academy. Mr. Ronnie Dragonfly stated that he would not be going to school if it weren't for the BLA. "I am more self-motivated. I will be more successful in the future because I believe in myself. The school should be bigger." Mr. Daniel Williams said, "My eyes were opened during my sophomore year when I had a friend pass away. I had a negative stereotype of the academy and now I am a senior, ready to graduate. I straightened my act up. The academy has taught me who I am. I don't have grudges against anyone. I owe everything to the academy."

In conclusion, Ms. Nikki Hannon stressed that when a student is accepted into the BLA they enter with a clean slate and the only thing that is known about them is what is shown after their acceptance. Each student must complete twenty hours of community service as a graduation requirement; however, BLA students are encouraged to go above and beyond this minimum in an effort to make a sincere contribution to the community.

Item 14 ASSESSMENT UPDATE - Nancy Coopersmith

Ms. Nancy Coopersmith reported that the Formative Assessment for Montana Educators (FAME) on-line class was closed at 60 students. Sessions are recorded and available on the Office of Public Instruction's website. The on-line writing projects are going as scheduled and the 2009-2010 MontCAS Testing Windows were provided. Other topics reported in the August JUMP Newsletter included: 2010 Assessment Conference; Webinars; CRT and CRT-Alternate Spring 2009 Results; Montana Analysis and Reporting System (MARS); registration for CRT-Alternate; English Language Proficiency Assessment; updates on two Montana grant awards; Annual Data Collection (ADC) Timeline; and the Aim Collection Schedule.

10:45 AM State Superintendent Denise Juneau departed

Item 15 FEDERAL UPDATE - Nancy Coopersmith

This report included information about the Adequate Yearly Progress (AYP) determinations for Montana

schools and districts for school year 2008-09, as required by the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the No Child Left Behind (NCLB) act of 2001. Other ESEA/NCLB information included an update on progress toward meeting the highly qualified teacher requirements. Information was provided concerning the Race to the Top grants included in the American Recovery and Reinvestment Act (ARRA) of 2009, as well as information concerning the State Fiscal Stabilization Funds of the ARRA. The proposed priorities for applications and draft regulations were highlighted. The Federal Fiscal Year 2010 budget proposal and actions were presented.

In a letter written by Dr. Kerri Briggs from the US Department of Education, it was stated that Montana's assessment system is fully approved. This means Montana's standards and assessment system meets all statutory and regulatory requirements of Section 1111(b)(1) and (3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The letter also pointed out that Montana's science assessments are not yet fully compliant. Ms. Nancy Coopersmith commented that science is not part of the measurement process in calculating AYP, but it is still evaluated.

According to the accountability system the minimum group size is 30 students. The Annual Measurable Objectives (AMO) (the yearly target for the percentage of students required to be proficient or above for a school to make AYP):

- 2008-09: Montana's goal for this year is 83 percent of students scoring proficient in reading/language arts and 68 percent in mathematics.
- AMO type: Montana set its AMOs consistent with the statutory requirements, using a stair step method. This means that Montana's AMOs increased in equal increments every three years through 2013-2014 to reach 100 percent proficient.

Ms. Nancy Coopersmith reviewed the chart that shows the summary of the 2009 final AYP determinations as of 8/25/2009. She pointed out that according to all districts-284 districts made AYP compared to the 286 from the previous year. Those districts that were evaluated using the Small Schools Accountability Process (SSAP) were 150 districts that made AYP compared to the 152 from the previous year. Those districts that were evaluated using the Calculated Process were 134 districts that made AYP which is similar to the same from the previous year. The report shows 603 (73%) of Montana's 823 public schools currently meet the requirements of the federal law which is an increase of 14 schools from 2008.

Discussion ensued about the following: Federal funding being used for the use of instructional coaches, resource coaches, and school coaches that provide schools that do not meet AYP with specific direction; Federal Government waiting for health care issue to be resolved before addressing educational work; tracking students who drop out and attend another school; and mobility of students in at-risk schools.

Ms. Nancy Coopersmith reviewed some of the American Recovery and Reinvestment Act (ARRA) and Stabilization Funding for Montana's K-12 School Districts that included: K-12 BASE Aid \$62.10 Million; State Special Education \$2.46 Million; Deferred Maintenance and Energy Improvement Grants to Schools (Dept. of Commerce) \$20 Million; "Quick Start" Energy Grants (Dept. of Commerce) \$15 Million; and more. In a letter written by State Superintendent Denise Juneau on August 21, 2009 to the US Department of Education, she stated, "I support the four key priorities of education reform promoted in the American Recovery and Reinvestment Act (ARRA). These key areas include Achieving Equity in Teacher Distribution, Improving Collection and Use of Data, Standards and Assessment, And Supporting Struggling Schools." Some requirements that the State Superintendent finds unacceptable are:

- Collect and post information on teacher and principal evaluations is untenable to the Montana education system.
- Estimate the impact of an individual teacher on student achievements; link information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; supply student-level transcript information, including information on courses completed and grades earned; access and integrate student level college readiness test scores; and analyze the appropriateness and

State Superintendent. Senate Bill 152 of the 2005 Legislative Session, sponsored by Senator Ryan, an act to define the basic system of free quality public elementary and secondary schools, amended the statute to include the following:

(2) Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the Education and Local Government Interim Committee for review. The interim committee shall request a fiscal analysis to be prepared by the Legislative Fiscal Division. The Legislative Fiscal Division shall provide its analysis to the interim committee and the Office of Budget and Program Planning to be used in preparation of the executive budget.

(3) If the fiscal analysis of the proposal is found by the Legislative Fiscal Division to have a substantial fiscal impact, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard. A substantial fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program.

Ms. Kris Wilkinson said that on May 29, 2009 the Legislative Fiscal Division received a copy of the notice of public hearing on the proposed adoption of amendment to the math content standards and performance descriptors, considered to be accreditation standards for public schools. The Education and Local Government Interim Committee requested the Legislative Fiscal Division complete a fiscal analysis on the proposed standards when it convened its first meeting of the 2011 interim on June 30, 2009. The next scheduled meeting of the Education and Local Government Interim Committee is October 1-2, 2009.

Mr. Steve Meloy stressed that the Board of Public Education may only consider delaying the implementation date, but the Board realizes the importance of having these standards in place for the 2009-2010 school year. If the Board passes this rule and the legislature refuses to fund then this issue will go to court. The Board of Public Education has never received any notice from the Legislative Fiscal Division or the Education and Local Government Interim Committee whether or not to delay the implementation due to funding or notice to move forward with its implementation. Mr. Meloy asked the following questions: How long shall the Board of Public Education's action on rules be held abeyance for a review to take place? How shall notification of the Legislative Fiscal Division and the Education and Local Government Interim Committee action be conveyed to the Board and by whom?

State Superintendent Denise Juneau recommended to the Board of Public Education to move forward to do the work at hand. She will ask Ms. Madalyn Quinlan to provide the Legislative Fiscal Division with a fiscal analysis.

Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Item 23

RECOMMEND APPROVAL OF BROCKTON PUBLIC SCHOOLS' PLAN TO CORRECT ONGOING EMPLOYMENT OF NON-LICENSED TEACHER - Dale Kimmet

Mr. Dale Kimmet and Ms. Kelly Glass conducted an on-site review of the Brockton Public Schools' plan to correct the ongoing employment of a non-licensed teacher with the new Brockton Public Schools' Superintendent and the Chairperson of the Board of Trustees prior to the September Board of Public Education meeting. Mr. Dale Kimmet reported that the music teacher was removed from the music teacher's position and re-hired as a teacher's aide. Brockton is offering art by an accredited art teacher to meet the accreditation requirement. The response options for continuing or serious deviations were reviewed with the board of trustees and the superintendent to ensure their understanding of the process. High school students are still able to be involved in a pep band and explore other musical interests; they just cannot obtain high school credit. State Superintendent Denise Juneau recommends approval of Brockton Public Schools' plan.

Mr. Storrs Bishop moved: to approve Brockton Public School's plan to correct the ongoing employment of a non-licensed teacher as recommended by the State Superintendent. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Item 24

**RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND
TIMELINE RELATING TO PROPOSED REVISIONS OF ADMINISTRATIVE
RULES OF MONTANA CHAPTER 57, EDUCATOR LICENSURE - Peter
Donovan**

The Office of Public Instruction recommended approval of Notice of Public Hearing and Timeline relating to the Proposed Revisions of Administrative Rules of Montana, Chapter 57, Educator Licensure. Mr. Peter Donovan reiterated the Board of Public Education's recommended amendment to 10.57.438 (3) to read: (3) Applicants for the class 8 license with degrees in highly specialized academic areas and hired by the postsecondary institution under the policies set forth in ARM 10.57.102 (10) to teach specific courses not covered by the K-12 endorsement areas in 92), may be eligible for a designation in their area of specialization as recommended approved by the Superintendent and approved by the Board of Public Education.

Mr. Bernie Olson moved: to recommend approval of the notice of public hearing and timeline relating to the proposed revisions of administrative rules of Montana Chapter 57 as amended. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Item 25

ELECTION OF NASBE BOARD OF DIRECTORS - Steve Meloy

Mr. Steve Meloy reported to the Board of Public Education that Ms. Dana Mann-Tavegia and Mr. Allan B. Taylor are the candidates for president-elect of the National Association of State Boards of Education. Ms. Sharon Carroll and Mr. Steve Meloy recommended Ms. Dana Mann-Tavegia because she would be the best candidate to effectively represent the western states since she is from Wyoming.

Mr. Bernie Olson moved: to cast the Montana Board of Public Education's vote for Ms. Dana Mann-Tavegia for president-elect of NASBE. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Mr. Steve Meloy reported to the BPE that Mr. Greg W. Haws is the candidate for secretary-treasurer of NASBE.

Mr. John Edwards moved: to cast the Montana Board of Public Education's vote for Mr. Greg W. Haws for secretary-treasurer of NASBE. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Mr. Steve Meloy reported to the BPE that Mr. Kim R. Burningham is the candidate for the Western Area Director of NASBE.

Ms. Sharon Carroll moved: to cast the Montana Board of Public Education's vote for Mr. Kim R. Burningham for Western Area Director of NASBE. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Item 26

ELECTION OF BOARD OFFICERS - Steve Meloy

Ms. Patty Myers passed the chairmanship to Mr. Steve Meloy to open nominations for the Board of Public Education's chair. Mr. Steve Meloy called for nomination for the BPE's chair. Ms. Sharon Carroll nominated Ms. Patty Myers. No other nominations were made. Mr. Steve Meloy called for the vote.

Motion and vote were approved by unanimous concurrence to elect Ms. Patty Myers as the Board of Public Education's chair. Ms. Angela McLean was absent for the vote.

Mr. Steve Meloy passed the chairmanship to Ms. Patty Myers to open nominations for the election of the BPE's vice chair.

Mr. Bernie Olson moved: to elect Ms. Angela McLean as the Board of Public Education's vice chair. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

Item 27 COMMITTEE APPOINTMENTS - Patty Myers

Ms. Patty Myers made the following recommendation to the BPE's committee assignments for 2009-2010:

ADVISORY GROUP LIAISONS

Angela McLean, CSPAC
Cal Gilbert, MACIE
Patty Myers, MSDB Foundation

TASK FORCE

Indian Education for All

Cal Gilbert, Chair

Distance Learning

Patty Myers, Chair

STANDING COMMITTEES

Executive Committee

Patty Myers, Chair
Angela McLean, Vice Chair
Steve Meloy, Secretary (ex-officio)

Accreditation Committee

Storrs Bishop, Chair
John Edwards, Member
Tim Seery, Member

Licensure Committee

Angela McLean, Chair
Sharon Carroll, Member

MSDB Committee

Patty Myers, Chair
Cal Gilbert, Member
Bernie Olson, Member

Government Affairs Committee

(NASBE Delegate)

Patty Myers, Chair

Legislative Committee

Bernie Olson, Chair
John Edwards, Member
Tim Seery, Member

Assessment Committee

Sharon Carroll, Chair
Cal Gilbert, Member

STATE BOARD OF EDUCATION

Kindergarten to College Workgroup

Steve Meloy
Bernie Olson

LEGISLATIVE COMMITTEE

Education and Local Government

Interim K-12 Subcommittee

Patty Myers
Angela McLean

The Quality Schools/Quality Educators and the Pathways for Learners were removed from the list of task forces. The Assessment Task Force was moved to the standing committees.

Mr. John Edwards moved: to approve the assignments and the restructuring of the 2009-2010 Board of Public Education's Committee Assignments as proposed. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

PRELIMINARY AGENDA ITEMS – November 12-13, 2009

**** Note: This date is different than originally scheduled**

Assessment Update
Federal Update
Alternative Standards Request
MACIE Annual Report
Joint MACIE/BPE/OPI Meeting
Youth Risk Behavior Survey Update (Odd years)

Mr. Cal Gilbert moved: to adjourn the Board of Public Education meeting. Mr. John Edwards seconded. Motion passed unanimously. Ms. Angela McLean was absent for the vote.

1:25 PM Meeting adjourned

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

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	25% CURR+PRIOR
61101 Regular	01100	9,527.54	26,306.77				26,306.77
61112 Differential Pay	01100		450.00				450.00
TOTAL 61100 Salaries		9,527.54	26,756.77				26,756.77
61301 Per Diem	01100	400.00	1,100.00				1,100.00
61401 FICA	01100	691.28	1,969.55				1,969.55
61402 Retirement - Other	01100	161.50	457.01				457.01
61403 Group Insurance	01100	1,189.40	2,529.48				2,529.48
61404 Workers Compensation Insur	01100	131.56	370.71				370.71
61410 State Unemployment Tax	01100	33.10	93.24				93.24
61411 Teachers Retirement	01100	709.90	2,015.42				2,015.42
TOTAL 61400 Employee Benefits		2,916.74	7,435.41				7,435.41
TOTAL 61000 Personal Services		12,844.28	35,292.18				35,292.18
62102 Consult & Prof Services	01100		3.00				3.00
62104 Insurance & Bonds	01100		309.00				309.00
62113 Warrant Writing Services	01100	3.05	12.22				12.22
62114 HRIS Service Fees	01100		124.00				124.00
62148 SABHRS Administrative Costs	01100		283.25				283.25
62199 General	01100		400.00				400.00
621B5 ITSD EMail	01100	9.17	18.34				18.34
621B8 ITSD Operational Support	01100	3.07	6.14				6.14
621C5 ITSD Enterprise Services	01100	72.92	145.84				145.84
TOTAL 62100 Other Services		88.21	1,301.79				1,301.79
62212 Photo & Reproduction	01100	168.73	253.10				253.10
62236 Ofc Supplies/Central Stores	01100	63.03	63.03				63.03
62241 Office Sup/Minor Equip-NonStat	01100		222.08				222.08
62249 Minor Software.	01100		53.00				53.00
62280 Program Expense	01100	45.22	338.46				338.46
622B1 ITSD Asset Broker	01100	50.00	100.00				100.00
TOTAL 62200 Supplies & Materials		326.98	1,029.67				1,029.67
62304 Postage & Mailing	01100	106.80	767.71				767.71
62319 Cellular Phones	01100	58.68	117.36				117.36
623B0 ITSD Voice Services	01100	124.61	124.61				124.61
623B2 ITSD Network Services	01100	45.92	45.92				45.92
623B4 ITSD Long Distance	01100	3.72	3.72				3.72
TOTAL 62300 Communications		339.73	1,059.32				1,059.32
62401 In-State Personal Car Mileage	01100	265.10	265.10				265.10
62402 In-State Commercial Transport	01100		138.00				138.00
62407 In-State Meals	01100	67.00	67.00				67.00
62408 In-State Lodging	01100	474.66	474.66				474.66
62412 Out-Of-State Commercial Trans	01100		628.90				628.90
62489 Non-Employee In State Mileage	01100	1,239.70	3,592.05				3,592.05
62490 Non-Employee In State Meals	01100	248.00	676.00				676.00
62497 Non-Employee In-State Lodging	01100	1,265.60	2,379.70				2,379.70
TOTAL 62400 Travel		3,560.06	8,221.41				8,221.41

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
ACCOUNT							25%	
62528	Rent-Non Dept of Admin	01100	544.39	2,177.56				2,177.56
62801	Dues	01100		10,997.50				10,997.50
62802	Subscriptions	01100	94.62	94.62				94.62
62817	Meetings/Conference Costs	01100		695.00				695.00
62878	Parking Fees	01100	208.00	416.00				416.00
TOTAL	62800 Other Expenses		302.62	12,203.12				12,203.12
TOTAL	62000 Operating Expenses		5,161.99	25,992.87				25,992.87
TOTAL	FUND 01100 General Fund		18,006.27	61,285.05				61,285.05
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		18,006.27	61,285.05				61,285.05

PART-B BUDGET EXPENSE ACCOUNT SUMMARY		FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
ACCOUNT									
62000	Operating Expenses	01100	2010	235H1	161,640.00	2,220.64-	2,220.64	126,797.82	22
TOTAL SUB-CLS	235H1 ADMINISTRATION				510.00	2,220.64-	2,220.64	60.00	88
TOTAL FUND	01100 General Fund				162,150.00	2,220.64-	2,220.64	126,857.82	22
TOTAL	PROGRAM 2009					2,220.64-	2,220.64		
62000	Operating Expenses	01100	2010	235H1	60,171.00		26,242.87	33,928.13	44
TOTAL SUB-CLS	235H1 ADMINISTRATION				221,811.00		61,085.05	160,725.95	28
TOTAL SUB-CLS	235H2 HB 13 OTO PAYMENT				510.00		450.00	60.00	88
TOTAL FUND	01100 General Fund				222,321.00		61,535.05	160,785.95	28
TOTAL	PROGRAM 2010				222,321.00		61,535.05	160,785.95	28
TOTAL	PART-B BUDGET EXPENSE ACCOUNT SUMMARY				222,321.00	2,220.64-	63,755.69	160,785.95	28

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS		ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1916721	09/08/2009	000003	PPE	08/28/09	IR1 ON-CYCLE	4,729.73		
61101	PAY1921981	09/22/2009	000003	PPE	09/11/09	IS1 ON-CYCLE	4,729.73		
61101	0001925336	09/30/2009	000002	Regular			68.08		
TOTAL	61101 Regular						9,527.54		
61301	ACC1919717	09/15/2009	000032	Per Diem			100.00	00002169	BERNIE OLSON
61301	ACC1919717	09/15/2009	000033	Per Diem			100.00	00002171	PATTY MYERS
61301	ACC1919717	09/15/2009	000034	Per Diem			100.00	00002173	STORRS BISHOP
61301	ACC1919717	09/15/2009	000035	Per Diem			100.00	00002176	JOHN EDWARDS
TOTAL	61301 Per Diem						400.00		
61401	PAY1916721	09/08/2009	000005	PPE	08/28/09	IR1 ON-CYCLE	345.64		
61401	PAY1921981	09/22/2009	000005	PPE	09/11/09	IS1 ON-CYCLE	345.64		
TOTAL	61401 FICA						691.28		

ELAPSED TIME YTD: 25%

VENDOR NAME

VCHR-ID

AMOUNT

DATE

JRNL-LN DESCRIPTION

JRNL-ID

CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	JRNL-ID	CURR MONTH DETAIL EXPENSE TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
61402	PAY1916721	09/08/2009	000007	PPE 08/28/09 IR1 ON-CYCLE			80.75		
61402	PAY1921981	09/22/2009	000007	PPE 09/11/09 IS1 ON-CYCLE			80.75		
TOTAL	61402	Retirement - Other					161.50		
61403	PAY1916721	09/08/2009	000009	PPE 08/28/09 IR1 ON-CYCLE			594.70		
61403	PAY1921981	09/22/2009	000009	PPE 09/11/09 IS1 ON-CYCLE			594.70		
TOTAL	61403	Group Insurance					1,189.40		
61404	PAY1916721	09/08/2009	000011	PPE 08/28/09 IR1 ON-CYCLE			65.78		
61404	PAY1921981	09/22/2009	000011	PPE 09/11/09 IS1 ON-CYCLE			65.78		
TOTAL	61404	Workers Compensation Insur					131.56		
61410	PAY1916721	09/08/2009	000013	PPE 08/28/09 IR1 ON-CYCLE			16.55		
61410	PAY1921981	09/22/2009	000013	PPE 09/11/09 IS1 ON-CYCLE			16.55		
TOTAL	61410	State Unemployment Tax					33.10		
61411	PAY1916721	09/08/2009	000015	PPE 08/28/09 IR1 ON-CYCLE			354.95		
61411	PAY1921981	09/22/2009	000015	PPE 09/11/09 IS1 ON-CYCLE			354.95		
TOTAL	61411	Teachers Retirement					709.90		
62113	0001915665	09/03/2009	000001	Warrant Writing Services			3.05		
621B5	0001919420	09/15/2009	000002	ITSD Email			9.17		
621B8	0001919420	09/15/2009	000004	ITSD Operational Support			3.07		
621C5	0001919420	09/15/2009	000003	ITSD Enterprise Services			72.92		
62212	ACC1923386	09/24/2009	000003	September/October Copier Lease			168.73	00002180	LYON FINANCIAL SERVICES INC
62236	0001923532	09/25/2009	000001	Ofc Supplies/Central Stores			63.03		
62280	ACC1925753	09/30/2009	000010	October Cable			32.72	00002184	BRESNAN COMMUNICATIONS LLC
62280	ACC1925753	09/30/2009	000012	September Water			12.50	00002186	LEHRKINDS INC
TOTAL	62280	Program Expense					45.22		
622B1	0001919420	09/15/2009	000001	ITSD Asset Broker			50.00		
62304	ACC1919717	09/15/2009	000036	Meals, Postage			11.42	00002177	CAROL WILL
62304	ACC1924472	09/28/2009	000004	Mileage, Meals, Postage			4.95	00002182	STEVE MELOY
62304	0001924037	09/28/2009	000001	Postage & Mailing			90.43		
TOTAL	62304	Postage & Mailing					106.80		
62319	ACC1919717	09/15/2009	000037	Cell Phone			58.68	00002168	VERIZON WIRELESS SERVICES LLC
623B0	0001913297	09/01/2009	000001	ITSD Voice Services			44.06		
623B0	0001919421	09/15/2009	000001	ITSD Voice Services			80.55		
TOTAL	623B0	ITSD Voice Services					124.61		
623B2	0001913297	09/01/2009	000002	ITSD Network Services			22.96		
623B2	0001919421	09/15/2009	000002	ITSD Network Services			22.96		

ELAPSED TIME YTD: 25%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	623B2	ITSD	Network Services		45.92		
623B4	0001913297	09/01/2009	000003	ITSD Long Distance	2.24		
623B4	0001919421	09/15/2009	000003	ITSD Long Distance	1.48		
TOTAL	623B4	ITSD	Long Distance		3.72		
62401	ACC1924472	09/28/2009	000005	Mileage, Meals, Postage	265.10	00002182	STEVE MELOY
62407	ACC1919717	09/15/2009	000038	Meals	22.00	00002178	STEVE MELOY
62407	ACC1919717	09/15/2009	000040	Meals, Postage	22.00	00002177	CAROL WILL
62407	ACC1924472	09/28/2009	000006	Mileage, Meals, Postage	23.00	00002182	STEVE MELOY
TOTAL	62407	In-State	Meals		67.00		
62408	PRO1924887	09/29/2009	000001	GLACIER PARK CR MOTEL	158.26		
62408	PRO1924887	09/29/2009	000002	GLACIER PARK CR MOTEL	316.40		
TOTAL	62408	In-State	Lodging		474.66		
62489	ACC1919717	09/15/2009	000041	Mileage, Lodging, Meals	173.80	00002169	BERNIE OLSON
62489	ACC1919717	09/15/2009	000042	Mileage, Lodging, Meals	184.80	00002170	CAL GILBERT
62489	ACC1919717	09/15/2009	000043	Mileage, Lodging, Meals	99.00	00002172	ANGELA MCLEAN
62489	ACC1919717	09/15/2009	000044	Mileage, Lodging, Meals	121.00	00002173	STORRS BISHOP
62489	ACC1919717	09/15/2009	000045	Mileage, Lodging, Meals	236.50	00002174	SHARON CARROLL
62489	ACC1919717	09/15/2009	000046	Mileage, Lodging, Meals	424.60	00002176	JOHN EDWARDS
TOTAL	62489	Non-Employee	In State Mileage		1,239.70		
62490	ACC1919717	09/15/2009	000047	Mileage, Lodging, Meals	22.00	00002169	BERNIE OLSON
62490	ACC1919717	09/15/2009	000048	Mileage, Lodging, Meals	22.00	00002170	CAL GILBERT
62490	ACC1919717	09/15/2009	000049	Lodging, Meals	22.00	00002171	PATTY MYERS
62490	ACC1919717	09/15/2009	000050	Mileage, Lodging, Meals	23.00	00002172	ANGELA MCLEAN
62490	ACC1919717	09/15/2009	000051	Mileage, Lodging, Meals	40.00	00002173	STORRS BISHOP
62490	ACC1919717	09/15/2009	000052	Mileage, Lodging, Meals	63.00	00002174	SHARON CARROLL
62490	ACC1919717	09/15/2009	000053	Lodging, Meals	22.00	00002175	TIMOTHY SEERY
62490	ACC1919717	09/15/2009	000054	Mileage, Lodging, Meals	34.00	00002176	JOHN EDWARDS
TOTAL	62490	Non-Employee	In State Meals		248.00		
62497	ACC1919717	09/15/2009	000055	Mileage, Lodging, Meals	158.20	00002169	BERNIE OLSON
62497	ACC1919717	09/15/2009	000056	Mileage, Lodging, Meals	158.20	00002170	CAL GILBERT
62497	ACC1919717	09/15/2009	000057	Lodging, Meals	158.20	00002171	PATTY MYERS
62497	ACC1919717	09/15/2009	000058	Mileage, Lodging, Meals	79.10	00002172	ANGELA MCLEAN
62497	ACC1919717	09/15/2009	000059	Mileage, Lodging, Meals	158.20	00002173	STORRS BISHOP
62497	ACC1919717	09/15/2009	000060	Lodging, Meals	158.20	00002175	TIMOTHY SEERY
62497	ACC1919717	09/15/2009	000061	Mileage, Lodging, Meals	237.30	00002174	SHARON CARROLL
62497	ACC1919717	09/15/2009	000062	Mileage, Lodging, Meals	158.20	00002176	JOHN EDWARDS
TOTAL	62497	Non-Employee	In-State Lodging		1,265.60		
62528	ACC1925753	09/30/2009	000013	October Rent	544.39	00002185	SEB LLP
62802	ACC1923844	09/25/2009	000003	Subscription	94.62	00002181	GANNETT SATELLITE INFORMATION
62878	ACC1916031	09/04/2009	000003	September Parking	104.00	00002167	HELENA CITY OF TREASURER
62878	ACC1925753	09/30/2009	000015	October Parking	104.00	00002183	HELENA CITY OF TREASURER

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

REPORT ID: MTGL0106-0
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: SEPTEMBER 2010

PAGE NO. 5
 RUN DATE: 10/01/2009
 RUN TIME: 00:31:04

ELAPSED TIME YTD: 25%

AMOUNT 208.00
 VCHR-ID

VENDOR NAME

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION

TOTAL 62878 Parking Fees

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 18,006.27

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	25%
ACCOUNT	FUND					CURR+PRIOR	
61101 Regular	01100	182.18	432.44			432.44	
61101 Regular	02122	6,720.16	18,204.43			18,204.43	
TOTAL 61101 Regular		6,902.34	18,636.87			18,636.87	
61112 Differential Pay	01100	6,902.34	450.00			450.00	
TOTAL 61100 Salaries			19,086.87			19,086.87	
61401 FICA	01100	17.80	35.60			35.60	
61401 FICA	02122	502.24	1,404.69			1,404.69	
TOTAL 61401 FICA		520.04	1,440.29			1,440.29	
61402 Retirement - Other	01100	17.94	35.88			35.88	
61402 Retirement - Other	02122	127.20	390.99			390.99	
TOTAL 61402 Retirement - Other		145.14	426.87			426.87	
61403 Group Insurance	01100	62.60	125.20			125.20	
61403 Group Insurance	02122	1,252.00	2,719.19			2,719.19	
TOTAL 61403 Group Insurance		1,314.60	2,844.39			2,844.39	
61404 Workers Compensation Insur	01100	4.56	9.12			9.12	
61404 Workers Compensation Insur	02122	122.72	341.46			341.46	
TOTAL 61404 Workers Compensation Insur		127.28	350.58			350.58	
61410 State Unemployment Tax	01100	0.88	1.76			1.76	
61410 State Unemployment Tax	02122	23.52	65.44			65.44	
TOTAL 61410 State Unemployment Tax		24.40	67.20			67.20	
61411 Teachers Retirement	02122	487.20	1,320.23			1,320.23	
TOTAL 61400 Employee Benefits		2,618.66	6,449.56			6,449.56	
TOTAL 61000 Personal Services		9,521.00	25,536.43			25,536.43	
TOTAL FUND 01100 General Fund		285.96	1,090.00			1,090.00	
TOTAL FUND 02122 Advisory Council		9,235.04	24,446.43			24,446.43	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,521.00	25,536.43			25,536.43	
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE
61000 Personal Services	01100	2010	235H1	640.00		640.00	100
61000 Personal Services	01100	2010	235H2	510.00		450.00	88
61000 Personal Services	02122	2010	235H1	111,049.00		24,446.43	22
TOTAL 61000 Personal Services				112,199.00		25,536.43	86,662.57
TOTAL SUB-CLS 235H1 ADMINISTRATION				640.00		640.00	100
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00		450.00	88
TOTAL FUND 01100 General Fund				1,150.00		1,090.00	95
TOTAL SUB-CLS 235H1 ADMINISTRATION				111,049.00		24,446.43	22
TOTAL FUND 02122 Advisory Council				111,049.00		24,446.43	22

PART-B BUDGET EXPENSE ACCOUNT SUMMARY	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	ELAPSED TIME YTD:
ACCOUNT				112,199.00		25,536.43	25%
TOTAL PROGRAM 2010				112,199.00		25,536.43	BALANCE %
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY							86,662.57 23

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
ACCNT JRNLI-ACCNT JRNLI-LN DESCRIPTION			
61101 PAV1916721 09/08/2009 000004 PPE 08/28/09 IR1 ON-CYCLE	125.13		
61101 PAV1916722 09/08/2009 000002 PPE 08/28/09 IR1 ON-CYCLE	3,360.08		
61101 PAV1921980 09/22/2009 000002 PPE 09/11/09 IS1 ON-CYCLE	3,360.08		
61101 PAV1921981 09/22/2009 000004 PPE 09/11/09 IS1 ON-CYCLE	125.13		
61101 0001925336 09/30/2009 000001 Regular	68.08-		
TOTAL 61101 Regular	6,902.34		

61401 PAV1916721 09/08/2009 000006 PPE 08/28/09 IR1 ON-CYCLE	8.90		
61401 PAV1916722 09/08/2009 000003 PPE 08/28/09 IR1 ON-CYCLE	251.11		
61401 PAV1921980 09/22/2009 000003 PPE 09/11/09 IS1 ON-CYCLE	251.13		
61401 PAV1921981 09/22/2009 000006 PPE 09/11/09 IS1 ON-CYCLE	8.90		
TOTAL 61401 FICA	520.04		

61402 PAV1916721 09/08/2009 000008 PPE 08/28/09 IR1 ON-CYCLE	8.97		
61402 PAV1916722 09/08/2009 000004 PPE 08/28/09 IR1 ON-CYCLE	63.60		
61402 PAV1921980 09/22/2009 000004 PPE 09/11/09 IS1 ON-CYCLE	63.60		
61402 PAV1921981 09/22/2009 000008 PPE 09/11/09 IS1 ON-CYCLE	8.97		
TOTAL 61402 Retirement - Other	145.14		

61403 PAV1916721 09/08/2009 000010 PPE 08/28/09 IR1 ON-CYCLE	31.30		
61403 PAV1916722 09/08/2009 000005 PPE 08/28/09 IR1 ON-CYCLE	626.00		
61403 PAV1921980 09/22/2009 000005 PPE 09/11/09 IS1 ON-CYCLE	626.00		
61403 PAV1921981 09/22/2009 000010 PPE 09/11/09 IS1 ON-CYCLE	31.30		
TOTAL 61403 Group Insurance	1,314.60		

61404 PAV1916721 09/08/2009 000012 PPE 08/28/09 IR1 ON-CYCLE	2.28		
61404 PAV1916722 09/08/2009 000006 PPE 08/28/09 IR1 ON-CYCLE	61.36		
61404 PAV1921980 09/22/2009 000006 PPE 09/11/09 IS1 ON-CYCLE	61.36		
61404 PAV1921981 09/22/2009 000012 PPE 09/11/09 IS1 ON-CYCLE	2.28		
TOTAL 61404 Workers Compensation Insur	127.28		

61410 PAV1916721 09/08/2009 000014 PPE 08/28/09 IR1 ON-CYCLE	0.44		
61410 PAV1916722 09/08/2009 000007 PPE 08/28/09 IR1 ON-CYCLE	11.76		
61410 PAV1921980 09/22/2009 000007 PPE 09/11/09 IS1 ON-CYCLE	11.76		
61410 PAV1921981 09/22/2009 000014 PPE 09/11/09 IS1 ON-CYCLE	0.44		
TOTAL 61410 State Unemployment Tax	24.40		

61411 PAV1916722 09/08/2009 000008 PPE 08/28/09 IR1 ON-CYCLE	243.60		
61411 PAV1921980 09/22/2009 000008 PPE 09/11/09 IS1 ON-CYCLE	243.60		
TOTAL 61411 Teachers Retirement	487.20		

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	9,521.00		
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ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
						25%	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61403	Group Insurance		886.13				886.13
62102	Consult & Prof Services		3.00				3.00
62104	Insurance & Bonds		309.00				309.00
62113	Warrant Writing Services	3.05	12.21				12.21
62114	HRIS Service Fees		124.00				124.00
62148	SABHRS Administrative Costs		283.25				283.25
621B5	ITSD EMail	9.16	18.32				18.32
621B8	ITSD Operational Support	3.07	6.14				6.14
621C5	ITSD Enterprise Services	72.91	145.82				145.82
TOTAL	62100 Other Services	88.19	901.74				901.74
62212	Photo & Reproduction	168.73	253.09				253.09
62236	Ofc Supplies/Central Stores	63.03	63.03				63.03
62241	Office Sup/Minor Equip-NonStat		49.71				49.71
62280	Program Expense	45.22	338.43				338.43
622B1	ITSD Asset Broker	50.00	100.00				100.00
TOTAL	62200 Supplies & Materials	326.98	804.26				804.26
62304	Postage & Mailing	90.43	745.45				745.45
623B0	ITSD Voice Services	124.59	124.59				124.59
623B2	ITSD Network Services	45.92	45.92				45.92
623B4	ITSD Long Distance	1.44	1.44				1.44
TOTAL	62300 Communications	262.38	917.40				917.40
62407	In-State Meals	22.00	22.00				22.00
62489	Non-Employee In State Mileage		1,056.00				1,056.00
62490	Non-Employee In State Meals		115.00				115.00
62497	Non-Employee In-State Lodging		385.92				385.92
TOTAL	62400 Travel	22.00	1,578.92				1,578.92
62528	Rent-Non Dept of Admin	544.38	2,177.52				2,177.52
62801	Dues		400.00				400.00
62802	Subscriptions	94.62	94.62				94.62
62878	Parking Fees	208.00	416.00				416.00
TOTAL	62800 Other Expenses	302.62	910.62				910.62
TOTAL	62000 Operating Expenses	1,546.55	7,290.46				7,290.46
TOTAL	FUND 02219 Research Fund	1,546.55	8,176.59				8,176.59
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	1,546.55	8,176.59				8,176.59
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
62000	Operating Expenses			2,220.64-			2,220.64
TOTAL	SUB-CLS 235H5 RESEARCH			2,220.64-			2,220.64
TOTAL	FUND 02219 Research Fund			2,220.64-			2,220.64
TOTAL	PROGRAM 2009			2,220.64-			2,220.64
61000	Personal Services	22,957.00			886.13		22,070.87
TOTAL	PROGRAM 2010	22,957.00			886.13		22,070.87
TOTAL	PROGRAM 2009				886.13		886.13
TOTAL	PROGRAM 2010	22,957.00			886.13		22,070.87
TOTAL	PROGRAM 2009				886.13		886.13
TOTAL	PROGRAM 2010	22,957.00			886.13		22,070.87
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TOTAL	PROGRAM 2009				886.13		886.13
TOTAL	PROGRAM 2010	22,957.00			886.13		22,070.87
TOTAL	PROGRAM 2009				886.13		886.13
TOTAL							

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

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: SEPTEMBER 2010

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	ELAPSED TIME YTD:	25% BALANCE	%
62000	02219	2010	235H1	52,043.00		7,290.46		44,752.54	14
TOTAL SUB-CLS	235H1 ADMINISTRATION			75,000.00		8,176.59		66,823.41	11
TOTAL FUND	02219 Research Fund			75,000.00		8,176.59		66,823.41	11
TOTAL PROGRAM	2010			75,000.00		8,176.59		66,823.41	11
TOTAL PART-B	BUDGET EXPENSE ACCOUNT SUMMARY			75,000.00	2,220.64	10,397.23		66,823.41	11

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62113	0001915665	09/03/2009	000002	Warrant Writing Services	3.05		
621B5	0001919420	09/15/2009	000006	ITSD Email	9.16		
621B8	0001919420	09/15/2009	000008	ITSD Operational Support	3.07		
621C5	0001919420	09/15/2009	000007	ITSD Enterprise Services	72.91		
62212	ACC1923386	09/24/2009	000004	September/October Copier Lease	168.73	00002180	LYON FINANCIAL SERVICES INC
62236	0001923532	09/25/2009	000002	Ofc Supplies/Central Stores	63.03		
62280	ACC1925753	09/30/2009	000009	September Water	12.50	00002186	LEHRKINDS INC
62280	ACC1925753	09/30/2009	000011	October Cable	32.72	00002184	BRESNAN COMMUNICATIONS LLC
TOTAL	62280	Program Expense			45.22		
622B1	0001919420	09/15/2009	000005	ITSD Asset Broker	50.00		
62304	0001924037	09/28/2009	000002	Postage & Mailing	90.43		
623B0	0001913297	09/01/2009	000004	ITSD Voice Services	44.05		
623B0	0001919421	09/15/2009	000004	ITSD Voice Services	80.54		
TOTAL	623B0	ITSD Voice Services			124.59		
623B2	0001913297	09/01/2009	000005	ITSD Network Services	22.96		
623B2	0001919421	09/15/2009	000005	ITSD Network Services	22.96		
TOTAL	623B2	ITSD Network Services			45.92		
623B4	0001913297	09/01/2009	000006	ITSD Long Distance	0.56		
623B4	0001919421	09/15/2009	000006	ITSD Long Distance	0.88		
TOTAL	623B4	ITSD Long Distance			1.44		
62407	ACC1919717	09/15/2009	000039	Meals	22.00	00002179	PETER DONOVAN
62528	ACC1925753	09/30/2009	000014	October Rent	544.38	00002185	SEB LLP
62802	ACC1923844	09/25/2009	000004	Subscription	94.62	00002181	GANNETT SATELLITE INFORMATION
62878	ACC1916031	09/04/2009	000004	September Parking	104.00	00002167	HELENA CITY OF TREASURER
62878	ACC1925753	09/30/2009	000016	October Parking	104.00	00002183	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			208.00		

REPORT ID: MTGL0106-O
 STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 BUS. UNIT: 51010 Board of Public Education
 MGR NAME: MELOY,STEPHEN
 FOR THE FY PERIOD: SEPTEMBER 2010
 ORG: 50 - Research Program 01
 PAGE NO. 3
 RUN DATE: 10/01/2009
 RUN TIME: 00:31:04

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME ELAPSED TIME YTD: 25%
 TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 1,546.55

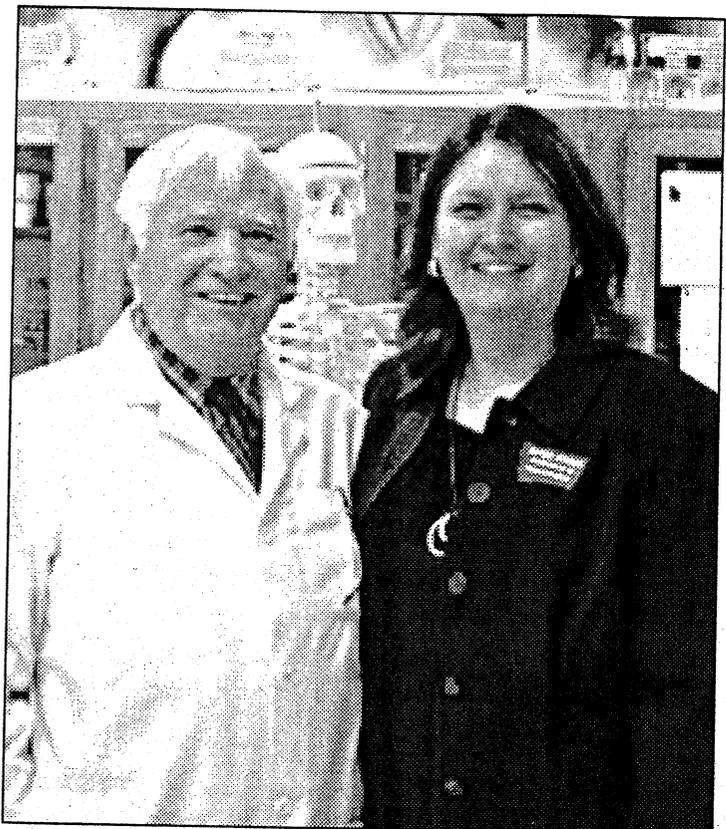
Sheridan County NEWS

PLENTYWOOD, MONTANA

Thursday, October 22, 2009
Volume 15, Issue 32

16852 8/01/2010
TODD WILL
1110 YURT RD
HELENA MT 59602-8386

DIGIT 596



Bill Soderholm honored

Denise Juneau, Montana superintendent of public instruction, recently visited Medicine Lake School. While there she congratulated Bill Soderholm on 50 years of teaching. They are shown above.

Soderholm, a native of Sheyenne, North Dakota, teaches grades 7-12 science at Medicine Lake School.

After high school, he spent four years in the US Navy, then earned a teaching degree from Valley City State in North Dakota. Soderholm taught at Cavalier, ND for a year before moving to Froid in 1960.

He later taught in the Community Action Program at Poplar for 15 months before joining the Medicine Lake faculty in 1967.

In addition to his teaching duties, Bill Soderholm is post commander for the Medicine Lake Veterans of Foreign Wars.

While at Medicine Lake School, Superintendent Juneau toured the building and met with the teachers to answer questions on the state of education in Montana. Mrs. Goff's first grade students were pleased to present Denise Juneau with a basket of cards and a basket of healthy snacks for her trip back to Helena.

Miss Juneau taught high school English both in New Town, North Dakota, and Browning, Montana. She graduated from law school at the University of Montana and clerked at the Montana supreme court.

She is the first American Indian to serve in a Montana executive level office.

75¢ PER COPY

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PLEASE RECYCLE!

Will, Carol

From: Meloy, Steve
Sent: Thursday, October 22, 2009 11:02 AM
To: Will, Carol
Subject: FW: cyberbullying
Attachments: Ways to Combat Cyberbullying.pdf

From: Meloy, Steve
Sent: Wednesday, October 21, 2009 11:02 AM
To: Kendall, Cathy; 'Bob Vogel'; Will, Carol
Subject: cyberbullying

Dear Cathy and Bob:

Attached is the article on cyberbullying that was presented to the NASBE attorney breakout at my Cincinnati NASBE meeting last week.

Steve

WAYS TO COMBAT CYBERBULLYING

NASBE/NCOSEA Annual Meeting
October 16, 2009; Cincinnati, OH

Prepared by Carol Greta, Attorney 3 and Administrative Law Judge
Iowa Department of Education¹
515/281-8661; carol.greta@iowa.gov

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I. INTRODUCTION

Cyberbullying is the intentional infliction of harm by the use of electronic technologies such as Instant Messaging, social networking Web sites, handheld communication devices, cell phones, and the two dozen other media that were just invented as this sentence was typed. Cyberbullies use technology to flame, out, phish, bash, spam, impersonate, threaten, etc.²

Targets of cyberbullies often are reluctant to break a perceived code of silence by complaining because they fear that adults will take away their own access to electronic communication devices, and because we adults just have a lack of understanding of the nature of cybercommunications.

When cyberbullying is reported, educators are sometimes reluctant to investigate. This is unfamiliar territory for many of us. We don't "speak the language" because we are technology immigrants.

So what's an educator to do?

As with any form of misconduct in which other students are harmed, **the worst thing to do is nothing.**

Just because it may be more difficult to gather evidence does not excuse school officials from taking some kind of action. The remainder of this document discusses

¹ It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status.

² Terms may have more than one definition; the more commonly understood definitions are included here.

Flame: to post an extremely critical or abuse message.

Out: to trick the target into revealing sensitive or confidential information and then to forward that information to others as a "joke."

Phish: same as out.

Bash: to post racist or other extremely offensive remarks online.

Spam: to flood the Internet with multiple copies of the same message.

what steps educators may – and in some cases, must – take in the face of cyberbullying and other forms of electronic misconduct by students.

II. PUNISHING THE CYBERBULLY

ACADEMIC PUNISHMENT

There must be a close connection – a *nexus* – to school for school officials to be able to suspend cyberbullies from class. Examples from caselaw:

1. A high school student created a Web site that used crude and vulgar language in criticizing the school administration. He did not use school resources to create the site, but the site included a hyperlink to the school's official homepage, and the student invited readers of his Web site to contact the school to communicate their observations about the high school. The school imposed a 10 day suspension, which was overturned by the court because the principal testified that he suspended the student because the principal did not like the *content* of the student's Web site. [*Beussink v. Woodland R-IV School District*, 30 F.Supp.2d 1175 (E.D. Mo. 1998).]
2. In this case one student wrote an e-mail about the school's activities director that was very unflattering about his weight (very large) and genital size (not so very large). The student sent the email from his home computer to friends on their home computers, but one recipient brought several copies of the e-mail to school. In ruling in favor of the student, the court stated that the mere desire on the part of school officials to avoid discomfort or unpleasantness did not justify a restriction of private student speech. However, because this student had previously written "poison pen" e-mails about school employees on school computers, the court left the door open for a school to prevail if the school can demonstrate a "well-founded expectation of disruption." [*Killion v. Franklin Regional School District*, 136 F.Supp.2d 446 (W.D. Pa. 2001).]
3. The court upheld the expulsion of a student based upon a Web site the student created at home that contained *threatening* comments against a teacher and a principal. The student attempted to shield himself from school discipline or regulation by putting a disclaimer on his site (which was not password-protected) that viewers promised not to tell any school officials or employees about the site. This attempt proved futile. His site had *many* visitors, so the word got back to the teacher who was threatened that he was actually soliciting donations from site visitors to hire a hitman to take out the teacher. [*J.S. ex rel. H.S. v. Bethlehem Area School District*, 807 A.2d 847 (Pa. 2002).]
4. Comments typed in class and printed off in class alleging that a teacher and principal were having sex were proper grounds to suspend the student who typed and printed the comments. This student was an honor student who went to court to try to get the suspension off her student record. The court denied her request. [*Matos ex rel. Matos v. Clinton School District*, 367 F.3d 68 (1st Cir. 2004).]

5. A senior with no disciplinary history and who was academically successful decided just before the Christmas recess to create a "parody profile" of one of the high school principals on MySpace.com. The profile was juvenile in its conception, vulgar in parts, and crude. It did not provide a flattering profile of the principal. The student did not use school equipment or school time to develop the profile. The court determined that the student's off-campus speech did not result in a substantial disruption of school operations; therefore, it granted summary judgment to the student. This case is on appeal to the Third Circuit Court of Appeals. [*Layshock v. Hermitage School District*, 496 F.Supp.2d 587 (W.D. Pa. 2007).]

EXTRACURRICULAR PUNISHMENT

Most schools have a "good conduct" policy by which they may govern out-of-school conduct of students who participate in extracurricular activities.

A cyberbully may be punished under a good conduct policy by being suspended from extracurricular activities, including being banned from school dances, prom, being a member of student council, or being elected to class office, as well as suspended from interscholastic activities.

A cyberbully may be punished under a good conduct policy even if any or all of the following are true:

- The school cannot suspend the cyberbully from class because there is an insufficient nexus to school
- Law enforcement does not or cannot prosecute the student or defers prosecution or punishment of the student
- The student is found not guilty of criminal wrongdoing

The standard of proof needed to punish a student under a good conduct policy is NOT the criminal standard of "beyond a reasonable doubt." In some states, such as Iowa, the standard is not even a preponderance of the evidence. In Iowa, the standard is that there must be "some evidence" of wrongdoing – a very low standard that reflects the law in Iowa that students have no right to participate in extracurricular activities. Check your state laws. In a minority of states (New York, for example), courts have ruled that students do have a property interest in such participation.

III. PROTECTING THE TARGET

Just because it may be more difficult to gather evidence does not excuse school officials from taking some kind of action. And just because a school may not be able to directly discipline a cyberbully does not excuse school officials from taking appropriate steps designated to protect the target.

Here are some steps school officials should consider that are directly related to protection of targeted students:

- Notify the perpetrator and perpetrator's parents of the allegation

- Just because you may not have a sufficient nexus to discipline the perpetrator doesn't mean that you ignore him/her. Call that student and parents into your office for a heart-to-heart.
- Keep an extra eye on the perpetrator...and let the perpetrator and his/her family know that you will be doing so.
- Give target's family option of notifying law enforcement
 - In Iowa, the crimes of harassment and terrorism can be committed by electronic means. So just because a school may not be able to take action, law enforcement should be contacted if the family is willing to cooperate.
 - If the cyberbullying involves a threat, notify law enforcement directly and inform the families of both students that you have done so.
 - Cooperate fully with law enforcement.
- Do not discourage target's family from exploring civil actions (defamation, invasion of privacy, intentional infliction of emotional distress)
- Gather evidence and investigate
 - Confiscate the electronic device(s) in question for as long as you need to investigate
 - Learn how to do this or find an expert
 - See information about school policy in next section
 - Document, document, document
 - Keep the target and target's family posted as to progress made during investigation, but remember not to tell them what discipline is ultimately imposed against the perpetrator.
- Check with the target often to make sure s/he is not suffering any retaliation from the initial perpetrator or friends of the perpetrator
- Offer counseling/mental health support to the target

IV. OTHER ACTIONS TO CONSIDER

There are other action steps that a school should consider that are proactive and not reactive to situations in which allegations are made. These include the following:

- Professional development for staff
- Parent/Community outreach
- Filter and monitor...but DO NOT rely on filtering software to control Internet activities of students
- Update and post school rules, policies
 - Include the policy, as well as student handbook, a statement that students have a limited expectation of privacy on the school's Internet

system, and that routine monitoring or maintenance may lead to discovery that a user has violated district policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law.

- Include an "Internet Acceptable Use" policy to stress that students are prohibited from name-calling, bullying, or harassment online during school on personal or school equipment.
- Include a statement that the personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

- Implement a prevention-intervention curriculum

V. RESOURCES

Web sites³:

<http://csriu.org>

<http://cyberbully.org>

<http://cyber-safe-kids.com>

<http://www.isafe.org>

<http://look-both-ways.com/stayingsafe/bullying.htm>

<http://www.netsmartz.org>

<http://www.k12.wa.us/Safetycenter>

<http://www.webwisekids.org>

<http://www.ctap4.org/cybersafety/>

<http://www.caabi.org>

<http://www.bullypolice.org>

VI. CURRICULUM

An anti-cyberbullying curriculum is free and available for everyone at these Web sites⁴:

<http://www.seattleschools.org/area/prevention/cbms.html>

<http://www.incredibleinternet.com>

(Either link takes the educator to the same program, which is used in the Seattle school district, and is Olweus-based.)

VII. APPENDICES

³ The inclusion or exclusion of a Web site does not indicate approval or disapproval by the Iowa Department of Education. Any known Web sites regarding the topic of cyberbullying that may be helpful to educators have been included. The educator can determine for himself or herself the helpfulness of the site.

⁴ See footnote #3.

APPENDIX A

SAMPLE ANTI-BULLYING/ANTI-HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against a person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is prohibited. An individual who knowingly files a false harassment complaint and a person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall a person who is found to have retaliated against another in violation of this policy. A student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. A school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The (*state the title of the investigator*) or designee will be responsible for handling all complaints by students alleging bullying or harassment. The (*state the title of the investigator*) or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy.

[OPTIONAL, BUT STRONGLY SUGGESTED THAT IT BE INCLUDED AND FOLLOWED:] The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the board. The superintendent shall report to the board on the progress of reducing bullying and harassment in the board.

The board will annually publish this policy and a copy shall be made to any person upon request. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site.

APPENDIX B

ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify _____, the designated investigator. The alternate investigator is _____. The

investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate a investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

APPENDIX C

Harassment/Bullying Complaint Form

Is this form being filed because of retaliation for filing an earlier complaint? Yes _____ No _____

Name of complainant: _____
(Student, Parent, Employee, Other – Please Specify)

Date of complaint: _____

Name(s) of student(s) alleged to be responsible for incident: _____

Date and place of incident or incidents: _____

Describe what happened: *(Use back of form or attach additional pages if necessary)* _____

Name(s) of witness(es) _____

Is there any documentation of the incident? Yes _____ No _____ Please attach evidence OR explain why not. _____

Any other relevant information: _____

I feel I was harassed based upon: _____
(LIST ALL THAT APPLY) *sexual orientation, gender identity, physical attribute, race, color, creed, age, national origin, religion, disability, ethnicity, political party preference, sex, marital status, familial status, socioeconomic status, political belief, ancestry*

I agree that all of the information on this form is true to the best of my knowledge.

Complainant's signature: _____

Will, Carol

From: Donovan, Pete
Sent: Tuesday, October 20, 2009 4:09 PM
To: Will, Carol; Warhank, Anneliese
Subject: FW: Thanks

From: Gene Marcille [mailto:marcig@sd6.k12.mt.us]
Sent: Tuesday, October 20, 2009 3:32 PM
To: Donovan, Pete
Subject: Thanks

Hi Pete,

During the recent MEA days in Billings, I had the opportunity to attend the sectional featuring the Montana Board of Public Education and Superintendent Denise Juneau. I wanted to say thanks for your willingness to be there and for your great work on behalf of Montana schools.

Cheers,

Gene Marcille
SD6EA President

Will, Carol

From: Meloy, Steve
Sent: Wednesday, October 21, 2009 2:42 PM
To: 'casteenson@gmail.com'
Cc: 'applegates@sd5.k12.mt.us'; Will, Carol; Donovan, Pete
Subject: Class 8 information
Attachments: DLTF Timeline & Class 8 Dissemination Plan and Timeline.pdf

Dear Representative Steenson:

Per your request, please find some historical information concerning the formulation of a new Class 8 License for post-secondary faculty who wish to teach K-12 students for dual credit. The Board of public Education has appointed members of the Certification and Practices Advisory Council to act as a secondary review committee to assure that those receiving licenses are qualified in the area of instruction to be taught.

Attached for your review are two documents pertaining to the development timeline and dissemination plan for the Class 8 dual credit-only postsecondary faculty license. Please note that the Board of Public Education established the Distance Learning Task Force in September of 2006. The task force was comprised of a broad range of representatives from K-12 and postsecondary education. The group met numerous times during a two-year period and developed and proposed administrative rules designed to enhance distance learning opportunities for K-12 students.

The proposed rules were vetted through the Board's hearing and adoption process. The Board of Public Education adopted rules to create more flexibility for providers of distance learning education. For example, the new language in 10.57.907, allows for teachers of distance learning to be licensed and endorsed in Montana, or elsewhere. The Class 8 rule provides an avenue for postsecondary faculty, who teach dual credit classes, to become licensed. This is critical, because all individuals who teach dual credit classed to K-12 students must be licensed.

To date, OPI has issued 40 Class 8 licenses. The Board of Public Education will consider an amendment to the Class 8 rule in November, that will allow for greater flexibility for the Superintendent of Public Instruction to award Class 8 licensure to individuals who have rich academic preparation in areas that we do not currently offer as endorsements on standard Montana teacher licenses.

Please give me a call if you have any questions about the enclosed materials, or would like additional information.

Sincerely,

Steve Meloy

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

DISTANCE LEARNING TASK FORCE TIMELINE SUMMARY

- September 14, 2006** Distance Learning Task Force Established by the Board of Public Education
- The Board feels compelled to examine its on-line learning rules every two years because of the rapidly evolving field of technology
- December 4, 2006** Distance Learning Task Force Phase I (DLTFI) Meeting
- 20 members and 5 alternates of the Task Force were appointed by the Board because of its commitment to transparency and collaboration
- December 15, 2006** DLTFI Meeting
- December 20, 2006** DLTFI Sub-committee Meeting
- Because of the complexity of this issue and ramifications to school districts, the Board created sub-committee meetings
- January 2, 2007** DLTFI Sub-committee Meeting
- January 6, 2007** DLTFI Meeting
- Recommendation – Definition of asynchronous, synchronous, distance learning, on-line learning, and technology delivered learning
 - Recommendation – Board of Trustees shall adopt policies addressing distance learning
 - Recommendation – If a majority of coursework is taken on-line, the school shall report to OPI
 - Recommendation – Teachers shall be licensed and endorsed in Montana in the area of instruction taught
 - Recommendation – If teacher is not licensed, an on-site facilitator shall be licensed and endorsed in Montana
- March 5, 2007** Hearing Conducted on ARM rules 10.55.602, 10.55.701, and 10.55.907
- The majority of public testimony opposed the recommendations in the rule as noticed

May 11, 2007

Action Taken by Board of Public Education to Adopt Rules as Amended

- Board adopted rule as noticed, however, implemented a delayed effective date on the recommendations regarding teacher credentials until July 1, 2009

October 25, 2007

Distance Learning Task Force Phase II (DLTFII) Reconvened

- Board reconvened entire Task Force to address teacher licensure associated with on-line learning
- Issues to be considered included:
 - New Class 8 Postsecondary License for K-12 On-line Learning
 - Allow for licensure reciprocity with other states
 - Issues of supplement/not supplant
 - Issues related to fiscal matters

January 15, 2008

DLTFII Meeting

- Task Force created three working groups
 - Class 8 Licensure
 - Supplement/Supplant
 - Fiscal

January 29, 2008

DLTFII Sub-committee Meeting

February 7, 2008

DLTFII Sub-committee Meeting

February 12, 2008

DLTFII Sub-committee Meeting

February 19, 2008

DLTFII Sub-committee Meeting

February 25, 2008

DLTFII Sub-committee Meeting

March 11, 2008

DLTFII Sub-committee Meeting

May 1, 2008

DLTFII Scheduled to Meet

- Task Force voted unanimously to forward to the Board, as a recommendation, revamped amendments to the Board's rules affecting on-line learning

May 8-9, 2008

Proposed Rules to BPE for Review

July 11, 2008

Action Taken by Board of Public Education to Notice Rules for Hearing

- 10.55.907 new language allows teachers to be licensed and endorsed in Montana or elsewhere

- 10.57.102 and 10.57.201 create a new Class 8 Dual Credit Only Postsecondary Faculty License and create definitions prescribing Class 8

July 21, 2008	Proposed Notices to Secretary of State for Notice in MAR
July 31, 2008	MAR Publication Out
August 26, 2008	Hearing Date
August 28, 2008	Final Public Input Deadline
September 12, 2008	Proposed Adoption Notice to Board of Public Education for Review
September 15, 2008	Final Rule Changes to Secretary of State for Notice in MAR
September 25, 2008	MAR Publication Out
September 26, 2008	Effective Date of Rules <ul style="list-style-type: none"> • Work which will remain after rules become effective pertain to 10.57.102 (1)(a)(ii) "verification of the education attainment level and experience appropriate and required for the discipline and the institution" • This work will be accomplished by the development of a rubric to evaluate each applicant by a committee appointed by the Board of Public Education

Class 8 Dual Credit-Only Postsecondary Faculty License

Dissemination Plan and Timeline

December 10, 2008

- December 10, 2008 - Final meeting of the Class 8 Implementation Advisory Committee to the Office of Public Instruction
- December 12, 2008 – OPI e-mails the dissemination plan and timeline and Class 8 application and review process to the Montana Council of Deans of Education
- December 19, 2008 – OPI establishes the Class 8 Web page on the OPI Educator Licensure Web site and posts the dissemination plan and timeline on the Class 8 Web page
- December 22, 2008 – OPI Official E-mail announces the completion of the development of the Class 8 application and review process. This Official E-mail will be provided to all Montana education stakeholders: professional education associations, government agencies, postsecondary institutions, tribal colleges, K-12 school districts, parent organizations
- January 8, 2009 – Presentation relating to the Class 8 Application and Review Process Dissemination Plan and Timeline provided to the Board of Public Education
- January 15, 2009 – Proposed meeting with MCDE to review the technical assistance material and regional delivery timeline of Class 8 application and review process. Identify and train regional technical assistance teams to deliver Class 8 message. These teams of three will be drawn from the pool of educators involved in this process from the following entities: OPI, BPE, OCHE, MCDE, MEA-MFT, MTSBA, MREA, MSSA, SAM, MIEA, PTA
- January 23, 2009 – Provide day long workshop to prepare team members to deliver the technical assistance materials relating to Class 8
- January 26, 2009 – Begin the regional delivery of technical assistance for secondary and postsecondary educators relating to Class 8 Dual Credit-Only Postsecondary Faculty Licensure
- February – May 2009 – Ongoing support provided to postsecondary faculty interested in applying for the Class 8 License
- February 2009 – Completed Class 8 applications due at the OPI
- March 10, 2009 – Review Panel training on the application and review process
- March 10, 2009 – Review Panel reviews and makes recommendations on all eligible Class 8 applications
- July 21-22, 2009 – Review Panel second work session
- Ongoing 2009 – OPI issues Class 8 Licenses
- September 2009 – Class 1, 2, 4, 5, or 8 required by postsecondary faculty to teach dual credit courses to Montana high school students
- Ongoing – Gather data on Class 8 implementation and dual credit offerings and report findings to the BPE, BOR, OPI, and OCHE



Board of Public Education

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 16, 2009

Anne Keith
Chief Joseph Middle School
4255 Kimberwicke
Bozeman, MT 59715

Dear Ms. Keith,

Anne

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2010 Montana Teacher of the Year. The efforts you have made to ensure Montana and America a new generation of informed and active citizens are greatly appreciated.

Thank you for your dedication to education, the students of your school and the people of your community.

Sincerely,

Patty Myers

Patty Myers
Chair

Meloy, Steve

From: Meloy, Steve
Sent: Wednesday, October 07, 2009 10:01 AM
To: Will, Carol
Subject: FW: Doug travel

From: Meloy, Steve
Sent: Wednesday, October 07, 2009 9:25 AM
To: Donovan, Pete; Warhank, Anneliese
Subject: Doug travel

Pete:

The prospects of Doug Reisig traveling to the Western States Certification Conference caused us to do some budget analysis and predictions in light of our austere budget being subject to a legislative imposed 2% across the Board budget cut. An optimistic projection has us overspending our budget by FY year end by (\$6,270.06). Because of many fixed costs associated with operating including CSPAC and BPE meetings, the only areas we can legitimately cut are travel and dues. Because of my travel commitment to NASBE and yours to NASDTEC we are not in a position of authorizing additional travel for Doug at this time. I regret this action and hope that we can improve our budget flexibility particularly in regard to out-of state participation by our members and staff in the next biennium.

Please let Doug know of our decision and extend to him our appreciation for his willingness to travel on behalf of our programs.

Steve

Will, Carol

From: Meloy, Steve
Sent: Tuesday, October 13, 2009 8:17 AM
To: 'Sullivan, Gail [ED]'; Will, Carol
Subject: RE: NCSBEE Nominations Committee and Election of Officers

Thank you Gail. See you soon.

Steve

From: Sullivan, Gail [ED] [mailto:Gail.Sullivan@iowa.gov]
Sent: Monday, October 12, 2009 3:16 PM
To: Meloy, Steve; Affleck, Twila; Considine, Jonathan (DOE); Benton, J.C.; Miller, Mary Ann - Commissioner's Office; tsouth@msde.state.md.us; Knuth, Dorothy K (EED); Wheeler, Beverley (OSSE); jcoffield@doe.k12.de.us; Nevans, Mary Frances; Carol.C.King@state.vt.us; edie.harding@k12.wa.us; bwest@dpi.state.nc.us
Cc: Sullivan, Gail [ED]; Marsha McMullin; Crane, Jody [ED]
Subject: NCSBEE Nominations Committee and Election of Officers

At the NCSBEE Annual Business Meeting on Thursday afternoon, you will be electing officers for the coming year. Because we are holding the business meeting so early in the conference this year, I thought it might be helpful to name a nominations committee sooner rather than later, so that members of the committee can begin putting together a slate of officers to recommend. According to our bylaws, the nominations committee is chaired by the vice president/president elect, Steve Meloy. We also need two other people, so if any of you would like to serve on this committee please let me know. (If I'm swamped with volunteers, I'll have to select two.)

You will be electing a president, vice president/president elect, and a secretary. Pam Bergin, our current NCSBEE secretary, has informed me that because of travel restrictions in Connecticut, she is unable to attend NCSBEE this year and is going to have to step down as secretary of NCSBEE. The new officers generally start January 1st, but because of Pam's resignation, we will be asking the person you elect as secretary to begin immediately.

If you have any interest in being considered for an officer position, please let Steve know.

Will, Carol

From: Meloy, Steve
Sent: Wednesday, September 16, 2009 8:38 AM
To: Barrs, Casey; Heisel, Leanne; Will, Carol; 'pmyersbpe@bresnan.net'
Subject: RE: Follow up on, and corrections too, ELG invitation letter

Casey:

I have visited with Leanne on the schedule for the day. I will be there.

Thanks,

Steve

From: Barrs, Casey
Sent: Tuesday, September 15, 2009 3:39 PM
To: smeloy@montana.edu; Meloy, Steve
Subject: Follow up on, and corrections too, ELG invitation letter

Hi Steve,

I hope you're well -- sure have not seen you in quite a while.

Could you please confirm with Leanne Heisel [lheisel@mt.gov] (and copy me too please) as to whether you can speak to the Education and Local Government Interim Committee October 2 on the issues raised in Chairman Grinde's letter?

NOTE: Some information was improperly transposed onto the letter to you from Representative Grinde. It should read as follows:

September 1, 2009

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

Dear Steve:

As you are aware, the Legislature passed House Joint Resolution 6 during the 2009 session. HJR-6 states the desire of the Legislature that shared policy goals and corresponding accountability measures be identified and developed for **K-12** education by the Office of Public Instruction and Board of Public Education in consultation with the Education and Local Government (ELG) Interim Committee.

You might also be aware that at its organizational meeting on June 30 the ELG decided that it will form a subcommittee to facilitate the above-referenced consultation. Such a subcommittee would *also* work with OPI, BPE, OCHE and the Regents on **K-20** shared policy goals and corresponding accountability measures as urged in Senate Joint Resolution 8.

With this letter the Education and Local Government Interim Committee would like to ask you or someone of your choosing to attend the next ELG meeting on October 2nd and speak with committee members regarding:

- BPE's understanding of the concept of shared policy goals and accountability measures urged in HJR-6 and how this meshes with BPE's mission;
- Where BPE currently is with the OPI in terms of identifying and developing such goals and measures for K-12 education; and
- What BPE envisions a process of collaboration with the ELG's soon-to-be designated subcommittee on HJR-6 and SJR-8 would look like.

The ELG has a strong history of collaboration with the education community and, in regard to shared policy goals and accountability measures, with higher education in particular. This has been a tradition of mutual respect and cooperation that we hope to continue in the current interim by creating a subcommittee which diligently follows through on these legislative resolutions.

ELG staff will be contacting you with information on the draft agenda and to answer any questions you may have.

Sincerely,

Representative Wanda Grinde
Chairperson
Education and Local Government Interim Committee



Education and Local Government Interim

PO BOX 201706
Helena, MT 59620-1706

Committee

61st Montana Legislature

SENATE MEMBERS

KELLY GEBHARDT--Vice Chair
GARY BRANAE
KIM GILLAN
BOB HAWKS
DANIEL MCGEE
JIM PETERSON

HOUSE MEMBERS

WANDA GRINDE--Chair
ELSIE ARNTZEN
RUSSELL BEAN
BOB LAKE
EDITH MCCLAFFERTY
CHERYL STEENSON

COMMITTEE STAFF

LEANNE HEISEL. Research Analvst
JEREMY GERSOVITZ. Staff Attornev
CLAUDIA (CJ) JOHNSON. Secretarv

September 1, 2009

Steve Meloy

Executive Secretary

Board of Public Education 46 N Last Chance Gulch PO Box 200601 Helena, MT 59620

Dear Steve:

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With this letter the Education and Local Government Interim Committee would like to ask you or someone of your choosing to attend the next ELG meeting on October 2nd and speak with committee members regarding:

- § OPI's understanding of the concept of shared policy goals and accountability measures urged in HJR-6 and how this meshes with OPI's mission;
- § Where OPI currently is with the BPE in terms of identifying and developing such goals and measures for K-12 education; and
- § What OPI envisions a process of collaboration with the ELG's soon-to-be designated subcommittee on HJR-6 and SJR-8 would look like.

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ELG staff will be contacting you with information on the draft agenda and to answer any questions you may have.

Sincerely,

Representative Wanda Grinde
Chairperson
Education and Local Government Interim Committee



Board of Public Education

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 8, 2009

Casey Barrs
Office of Research and Policy Analysis
Legislative Service Division
PO Box 201706
Helena, MT 59620-1706

Dear Mr. Barrs:

Please find attached the notice of public hearing on proposed adoption of New Rule I and amendment of ARM 10.57.102, 10.57.201, 10.57.204, 10.57.215, 10.57.301, 10.57.413, 10.57.420, 10.57.425, 10.57.426, and 10.57.437 pertaining to educator licensure. The Board is sending you this document to satisfy its requirement under MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

The Board of Public Education intends to take action on these rules at its November 12-13, 2009 meeting as noted in the reason identified under #5 of the notice.

If you have any questions in this regard, please do not hesitate to contact our office.

Sincerely,

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

Steve H. Meloy
Executive Secretary

Cc: Jim Standaert, Legislative Senior Fiscal Analyst
Kris Wilkinson, Legislative Fiscal Analyst
Jeremy Gersovitz, Legislative Service Division

Will, Carol

From: Meloy, Steve
Sent: Wednesday, September 30, 2009 8:20 AM
To: Donovan, Pete; Will, Carol
Subject: FW: Thank you

From: Runkel, Bob
Sent: Tuesday, September 29, 2009 8:19 PM
To: Meloy, Steve
Subject: Thank you

Steve,

Thank you for taking the time out of your busy schedule to come over for my celebration and for the nice words you shared with the group. The sentiments you shared with the group could have just as easily been said about you.

It has been great working with you.

Bob

Bob Runkel
Assistant Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Phone: 406-444-4434

Will, Carol

From: Elizabeth Walker [elizabethw@nasbe.org]
Sent: Wednesday, October 07, 2009 6:09 PM
To: Meloy, Steve; Will, Carol
Subject: NASBE and child nutrition and health
Attachments: LegB-Child Nutrition Act0409.pdf

Dear Mr. Meloy,

This message is a follow up to my conversation with Ms. Will in your office who very kindly conveyed a message to you about our work at NASBE. Today, we met with Senator Baucus' staff on the Child Nutrition Reauthorization (see email below with description and the attachment on NASBE's guiding principles). We were sharing our NASBE and state board member support for school health especially supporting healthy nutrition environments in school. We are trying to keep our state board members on the forefront of education issues with congressional staff so that they think of you when they need input. We met with Heather O'Loughlin and David Cobb who were interested in possibly connecting with you or a state board member on this bill.

Please feel free to share these guiding principles or if you need any information from us, do not hesitate to ask! Also, we have other states in rural areas who are trying to do work around school health, so I would be interested in setting up a time to talk or catching you at the annual conference next week to learn more about Montana's work.

Warmest regards,
Elizabeth Walker

----- Forwarded message -----

Date: Mon, Jun 8, 2009 at 10:51 AM

Subject: Letter from NASBE Presiden Ken Willard: Child Nutrition Reauthorization Letter for NASBE

Dear NASBE Members,

As you are aware, NASBE has a long history of representing State Board of Education interests in school-based child health policy along with education policy in Washington, DC. The 2004 Child Nutrition Reauthorization Act, which includes key provisions of interest to our membership, is expiring this year. Specifically, the bill establishes guidance for feeding school children healthy, nutritious foods to ensure they are ready and able to learn, as well as federal funding to provide these meals to our students.

NASBE members were recently afforded the opportunity to hear more about the current status of the Child Nutrition Reauthorization Bill on a June 2 conference call with former NASBE member, Congressman Jared Polis (CO), and Senate Agriculture Committee and House Education and Labor Committee staff. We learned that:

- Creating quality meals and food environments are important to both Chairman Tom Harkin (IA) of the Senate Agriculture Committee and Chairman George Miller (CA) of the House Education and Labor Committee,
- Other priorities in Congress, like healthcare reform, might take attention away from the reauthorization and delay its passage, and
- Funding for the bill might fall short of the level of need.

Rep. Polis also discussed a bill he will be introducing to help coordinate child nutrition programs in the state and make local school wellness policies more accessible to the public. Our state board members on the call raised important concerns reflecting our NASBE guiding principles.

I ask that NASBE members review and share the NASBE Child Nutrition Reauthorization Guiding Principles (attached) – as well as your state perspective – with your Senate and House delegation. This effort is vital to ensuring that the State Board voice and history of leadership on this issue is shared with Congress. Based on these recent conversations and information, I also would ask you to communicate that:

- It is important for Congress to prioritize the passage of Child Nutrition Reauthorization Act this year, as NASBE and State Boards of Education are committed to ensuring that all students are healthy and ready and able to learn.
- Improving the nutritious quality of school meals is important, and those meals should meet the Dietary Guidelines for Americans.
- Food sold in school, but outside of the school meal, should meet the best available nutrition standards.
- Any federal minimum standards for foods sold at schools should not pre-empt the current hard work of states and continue to allow us to innovate and improve.
- It is critical to increase the federal reimbursement rate for school meals, due to increased demand, increased costs, and increasing awareness of the relationship of child health to academic engagement and achievement.

Please keep NASBE Director of Government Relations, Tony Shivers (tonys@nasbe.org) informed of your Congressional contacts and do not hesitate to use him as a resource in connecting most effectively with your Members. Elizabeth Walker of the NASBE Center for Safe and Healthy Schools (elizabethw@nasbe.org) can address any substantive questions you may have about the Reauthorization and its potential impact on states and schools. Both can be reached via telephone at 703-684-4000.

Thank you for your public service and ongoing dedication to our nation's children.

Sincerely,
Kenneth Willard
President
NASBE

--

Elizabeth M. Walker, MS
Project Director
National Association of State Boards of Education
2121 Crystal City Dr., Suite 350
Arlington, VA 22202

email: elizabethw@nasbe.org
(t) 703-684-4000
(direct) 703-489-0352
(f) 703-836-2313

Congress Reviewing the Child Nutrition Act

★ NASBE's GAC Develops Guiding Principles for Nutrition Act Reauthorization and for Federal Healthy Children Policies

The Child Nutrition Act (CNA), first enacted in 1966, must be reauthorized every five years and is set to expire on September 30, 2009. The legislation, which supports the National School Lunch and Breakfast Programs, was created to ensure that all children have access to high-quality meals during the school day. While these two programs are permanent staples of the law, other child nutrition programs housed within the act also affect the Women, Infants, and Children Program (WIC), the Child and Adult Care Food Program, as well as the Summer Feeding Programs.

Every year approximately \$16.3 billion are spent feeding the nation's children. During the 2006-07 school year, over eight million low-income children received free or reduced-price breakfast and nearly 18 million low-income children received free or reduced-price lunches.

Currently, Senator Tom Harkin (D-IA) and Senator Saxby Chambliss (R-GA) are leading the Senate efforts to reauthorize the bill (the Senate Agriculture, Nutrition and Forestry Committee has jurisdiction). In the House, the education committee's Healthy Families and Communities Subcommittee under Rep. Carolyn McCarthy (D-NY) and Rep. Todd Russell Platts (R-PA) will be handling the legislation. As of April 2, 2009, no bill has been introduced by either side; however, hearings are currently being held to help craft the bills, and both House and Senate sides anticipate passing the bill before it expires.

The Act is considered important to education because it provides funding to feed healthy food to children in public schools, funds states and schools to administer and reimburse the school breakfast and lunch programs, and funds other important services like health education and fresh fruits and vegetables to schools. The 2004 reauthorization of the law also required school districts participating in the lunch or breakfast programs to establish a local wellness policy. With this in mind, NASBE's Governmental Affairs Committee (GAC), meeting in January and March, developed the following set of principles to guide NASBE's efforts regarding the reauthorization.

2009 CHILD NUTRITION REAUTHORIZATION GUIDING PRINCIPLES

NASBE's Governmental Affairs Committee believes that improving the quality of the school food environment is an essential aspect of promoting healthy children who are more ready to learn.

Toward that end, state boards of education support:

- ★ Improving the nutritional quality of school meals to help children meet the Dietary Guidelines for Americans.
- ★ Raising the federal reimbursement rates for school meals to help better ensure that all children receive a nutritious meal.

- ★ Updating standards for foods sold outside the school meal to be healthful and meet the best available nutrition science.
- ★ Resources to support nutrition education and promotion programs that help children learn how to make healthy choices.

The GAC also reviewed NASBE's positions regarding federal healthy children policies overall. The increased academic and accountability demands of the No Child Left Behind Act combined with the burgeoning crisis in chronic diseases and, most notably, the youth obesity epidemic have put schools at the center of any possible solutions to address these challenges which imperil the country's position in the global economy. The Committee considered that states, local districts, and schools are doing their best to work on these issues, but the national scope of the problems necessitates additional resources and attention that only the federal government can bring to bear in order to expand the number of students served, spur innovations, and fund various strategies.

Toward that end, the GAC developed the following *Guiding Principles of Federal Healthy Children Policies*.

- ★ Educators and schools have important roles to play in addressing the comprehensive needs of students that result in academic success and healthy and productive adult lives.
- ★ State education leaders have consistently and continually acknowledged the utility of prevention and the vital role schools can play in promoting individual and public health by, for example, requiring children to be immunized prior to school attendance and by requiring health education and physical education.
- ★ Preventative health programs, or treating emerging problems at an early stage, are far more efficient and effective in physical, economic, and social costs than chronic treatment or crisis care. This is especially true of children.
- ★ Every student needs stable access to a health provider, what is becoming known as a "medical home."
- ★ Uniform and consistent school nutrition standards are helpful to food producers and distributors in meeting local and state requirements for healthy eating at school and classroom nutrition education.
- ★ Federal efforts should focus on additional resources for children's health and should respect state and local authority with regard to the role of schools and school systems.



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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 7, 2009

Penelope S. Strong
2517 Montana Avenue
Billings, MT 59101

Dear Ms. Strong:

I received your letter dated October 2, 2009 requesting that the Montana Board of Public Education remove the hearing for Dustin Toth from its November 13, 2009 agenda. Ms. Ann Gilkey, Chief Legal Counsel from the Office of Public Instruction, called on Friday, October 9 stating that she has been in conversation with you concerning this case. Mr. Steve Meloy, Executive Secretary to the Board of Public Education, said that the Board will honor your request.

Please ensure that either your office, or the Office of Public Instruction, notify the Board of Public Education if this case is intended to be heard before the Board at its January 7-8, 2010 meeting by December 11, 2009.

Sincerely,

A handwritten signature in cursive script that reads "Carol Will".

Carol Will
Administrative Assistant
Board of Public Education

Cc: Ann Gilkey, Chief Legal Counsel, Office of Public Instruction

PENELOPE TRONG

October 2, 2009

Ms. Carol Will
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

RECEIVED
OCT 06 2009
BOARD OF PUBLIC EDUCATION

✓ 88
RECEIVED
OCT 05 2009
OPI LEGAL DIVISION

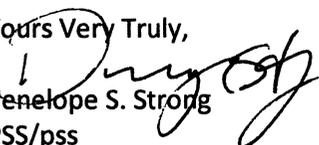
Re: hearing for Dustin Toth- change in hearing date.

Dear Ms. Will;

I am requesting that this matter be taken off the November 13 agenda, and placed on the next meeting of the OPI board.

Please call me if there are any further questions, and thank you.

Yours Very Truly,


Penelope S. Strong
PSS/pss

Cc : D. Toth



MONTANA LEGISLATIVE BRANCH

Legislative Fiscal Division

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

Legislative Fiscal Analyst
CLAYTON SCHENCK

DATE: September 17, 2009

TO: Education and Local Government Interim Committee Members

FROM: Kris Wilkinson, Fiscal Analyst II

RE: PROCESS FOR ADOPTION OF ACCREDITATION STANDARDS

20-7-101, MCA grants the Board of Public Education (board) authority to adopt standards of accreditation for all schools using recommendations of the superintendent of public instruction. Senate Bill 152 of the 2005 Legislative Session, sponsored by Senator Ryan, an act to define the basic system of free quality public elementary and secondary schools, amended the statute to include the following:

(2) Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the Education and Local Government Interim Committee for review. The interim committee shall request a fiscal analysis to be prepared by the Legislative Fiscal Division. The Legislative Fiscal Division shall provide its analysis to the interim committee and the Office of Budget and Program Planning to be used in preparation of the executive budget.

(3) If the fiscal analysis of the proposal is found by the Legislative Fiscal Division to have a substantial fiscal impact, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard. A substantial fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program.

The amendment recognized the relationship between the accreditation standards and the legislative constitutional requirement to fund a basic system of free quality public education in Montana by to putting into place a process to determine the costs of associated with the adopting or amending the accreditation standards that are the minimum standards for schools.

On May 29, 2009 the Legislative Fiscal Division received a copy of a notice of public hearing on the proposed adoption of amendments to the math content standards and performance descriptors, considered to be accreditation standards for public schools. The Education and Local Government Interim Committee requested the Legislative Fiscal Division complete a fiscal analysis on the proposed standards when it convened its first meeting of the 2011 interim on June 30, 2009. The next scheduled meeting of the Education and Local Government Interim Committee (ELGIC) is October 1 and 2.

On September 11, 2009, prior to the next interim committee meeting, the Board of Public Education met in one of its regularly scheduled meetings. As part of the board's agenda math content standards and performance descriptors were adopted effective September 14, 2009. The board emphasized the importance of having these standards in place for the 2009-2010 school year. The board was advised during the public comment period that the fiscal analysis of the impact of adopting amendments to these accreditation standards had not yet been completed and that the interim committee had not been notified of the results of the fiscal analysis.

There are two issues with the current statute. One, while the Legislative Fiscal Division (LFD) has been working with both the Board of Public Education and the Office of Public Instruction on the new process in relation to accreditation standards the results of the September 11, 2009 Board of Public Education meeting point out that there are still issues to be resolved before the process works as envisioned by the 2005 Legislature. Under what, if any, conditions should the legislature grant authority to the Board of Public Education to proceed without a determination of the fiscal impact of adoption or amendment of accreditation standards? How long shall the Board of Public Education's action on rules be held abeyance for a review to take place? How shall notification of the LFD and the ELGIC action be conveyed to the board and by whom?

In addition, statute does not address how the Board of Public Education can adopt or amend standards during the biannual legislative session when interim committees are disbanded. Does the legislature wish to designate a legislative committee for the Board of Public Education to submit changes to accreditation standards?

Should statute be amended to clarify legislative intent in relation to the process the Board of Public Education should follow when adopting or amending accreditation standards? The ELGIC may wish to request a bill draft request to:

1. Grant the Board of Public Education authority to adopt or amend standards only after one or more of the following occurs:
 - a. analysis of the fiscal impacts of the changes has been completed by the LFD
 - b. the LFD presents the results of the impacts of the changes to the ELGIC
2. Designate either the House or Senate Education Committee or both be notified during the Legislative Session of proposed changes to accreditation standards and the designated committee request the LFD analysis of the impacts



Board of Public Education

September 29, 2009

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Arlynn Fishbaugh, Executive Director
Montana Arts Council
PO BOX 202201
Helena, MT 59620-2201

Dear Ms. Fishbaugh:

On behalf of the Montana Board of Public Education I would like to extend an invitation to you and Beck McLaughlin to present to the Board during its next meeting to be held on November 12-13, 2009. The Board of Public Education has been in direct conversation with State Superintendent Denise Juneau about the need to integrate the arts into the content and performance standards. Superintendent Juneau believes that Montana does an excellent job integrating the arts into the standards, but felt that you and your staff would be able to highlight your success and future plans.

Please let me know by October 16, 2009 if you and Beck would be able to make a 10-15 minute presentation on either November 12th in the afternoon or November 13th in the morning at the Capitol. Thank you for considering taking time out of your busy schedule to discuss the arts with the Board of Public Education.

Sincerely,

A handwritten signature in cursive script that reads "Carol Will".

Carol Will
Administrative Assistant

Cc: Beck McLaughlin



Board of Public Education

BOARD MEMBERS

September 17, 2009

APPOINTED MEMBERS:

Patty Myers – Chair
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Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Denise Juneau
State Superintendent
PO Box 202501
Helena, MT 59620-2501

Dear State Superintendent Juneau,

On behalf of the Montana Board of Public Education I would like to congratulate you for being honored as the educator of the year by the National Indian Education Association. I could not agree more with the NIEA's decision to honor you as a Native leader who has changed and improved the lives of school children and impacted dialog concerning Native education issues, both locally and nationally. It is a privilege and an honor to work with you on key educational issues that impact Montana's students.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

September 17, 2009

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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Marsha McMullin
Director of Special Projects, NASBE
2121 Crystal Drive Suite #350
Arlington, VA 22202

Dear Ms. McMullin: *Marsha*

On September 11, 2009 the Montana Board of Public Education voted for the following candidates for the NASBE Board of Directors:

- President-Elect Dana Mann-Tavegia
- Secretary-Treasurer Greg W. Haws
- Western Area Director Kim R. Burningham

Please cast the vote accordingly for the State of Montana since we will not have a voting delegate present at the 2009 NASBE Annual Conference in Cincinnati, OH.

Sincerely,

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

Steve H. Meloy
Executive Secretary



Board of Public Education

September 17, 2009

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Representative Shannon Augare
PO Box 2031
Browning, MT 59417

Shannon

Dear Representative ~~Augare~~,

On behalf of the Montana Board of Public Education I would like to thank you for attending the September 10-11, 2009 BPE meeting held on the Blackfeet Indian Reservation and the dinner sponsored by the Montana Indian Education Association and the Montana Advisory Council on Indian Education. Please be assured that the Board of Public Education will continue to be a willing partner with the legislature and all of its partners to provide a basic quality educational system of elementary and secondary schools for all of Montana's children.

Thanks again for your interest in the Board's work and for your legislative efforts that you extend to enrich the lives of Montana's children.

Sincerely,

Patty Myers

Patty Myers
Chairwoman



Board of Public Education

September 17, 2009

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Norma Bixby, Chair
Montana Advisory Council on Indian Education
PO Box 307
Lame Deer, MT 59043

Dear Ms. ~~Bixby~~, *Norma*

On behalf of the Montana Board of Public Education I would like to thank you and the Montana Advisory Council on Indian Education for the warm welcome that was extended to the Board and our visitors during the September 10-11, 2009 BPE meeting held on the Blackfeet Indian Reservation. The dinner on September 10th was exceptional and the Board appreciated the opportunity to converse with MACIE members, MIEA members, educational partners, and public officials to build positive relationships between Indian communities and state policy makers to promote success for all students in Montana.

Thanks again for your generous hospitality.

Sincerely,

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

Patty Myers
Chairwoman

Cc: MACIE members



Board of Public Education

September 17, 2009

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Representative Frosty Calf Boss Ribs
PO Box 20
Heart Butte, MT 59448

Dear Representative ^{Frosty} Calf Boss Ribs,

On behalf of the Montana Board of Public Education I would like to thank you for attending the September 10-11, 2009 BPE meeting held on the Blackfeet Indian Reservation and the dinner sponsored by the Montana Indian Education Association and the Montana Advisory Council on Indian Education. Please be assured that the Board of Public Education will continue to be a willing partner with the legislature and all of its partners to provide a basic quality educational system of elementary and secondary schools for all of Montana's children.

Thanks again for your interest in the Board's work and for your legislative efforts that you extend to enrich the lives of Montana's children.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

September 17, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Senator Carol Juneau
PO Box 55
Browning, MT 59417

Dear Senator Juneau,

On behalf of the Board of Public Education I would like to thank you and the MIEA Board of Directors for the warm welcome that was extended to the Board and our visitors during the September 10-11, 2009 BPE meeting held on the Blackfeet Indian Reservation. The dinner on September 10th was exceptional and the Board appreciated the opportunity to converse with MIEA members, MACIE members, partners in education, and public officials to build positive relationships between Indian communities and state policy makers to promote success for all students in Montana.

Sandra Boham and Jennifer Flatlip did an excellent job presenting the MIEA Resolutions for 2009 that were passed by MIEA. The Board of Public Education will certainly take these resolutions into consideration as we make policy decisions for Montana's K-12 Schools accredited by the Board. Thank you for the MIEA pins that were presented to the Board members, I will wear mine with pride.

Thanks again for your generous hospitality.

Sincerely,

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

Patty Myers
Chairwoman

Cc: MIEA Board of Directors



Board of Public Education

September 17, 2009

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Willie Sharp, Chairman
Blackfeet Tribal Business Council
PO Box 850
Browning, MT 59417

Dear Mr. Sharp,

On behalf of the Montana Board of Public Education I would like to thank you for welcoming the Board and our visitors to the Blackfeet Nation during the September 10-11, 2009 BPE meeting. Your gracious hospitality was warmly received.

The Board had a meaningful and unique opportunity to tour the new Browning High School and the surrounding community. This tour provided the Board with greater insight concerning the challenges that your community faces, but at the same time enlightened the Board with the pride that was boldly demonstrated by Browning's leaders and community members.

Thanks again for your generous hospitality.

Sincerely,

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

Patty Myers
Chairwoman

Cc: Peter D. Tatsey, Vice Chairman



Board of Public Education

September 16, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Mary Johnson, Superintendent
Browning Public Schools
129 1st Avenue South East
Browning, MT 59417

Dear Ms. ~~Johnson~~, *Mary*

On behalf of the Board of Public Education I would like to thank you and your staff for the gracious hospitality that was extended to the Board and our visitors on the September 10-11, 2009 BPE meeting held at the Browning Public Schools. It was wonderful to have Browning students present the Flag Song.

The presentation that Nikki Hannon and Dennis Juneau presented to the Board concerning the Blackfeet Learning Academy was exceptional. The passion for increasing the graduation rate was clearly expressed by your staff through the relationships that they build and the education they provide to each student. In return, the students are rising to the unique educational opportunity to attain their high school diploma despite the difficulties they experienced in a traditional high school.

The tour of the new Browning High School and the surrounding community was a rewarding experience for the Board. The information that you provided concerning the challenges that your community faces provided the Board with greater insight. You exhibit a great deal of pride and concern for your community.

Thanks again for all of your help in making the Board of Public Education meeting richly meaningful and highly productive.

Sincerely,

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

Patty Myers
Chairwoman

Cc: Donna Yellow Owl, Browning Board of Trustees Chair



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

August 31, 2009

Patty Myers – Chair
Great Falls

Norma Bixby
PO Box 307
Lame Deer, MT 59043

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Dear Ms. Bixby:

Cal Gilbert
Great Falls

On behalf of the Board of Public Education I would like to extend an invitation for you to attend the BPE's regularly scheduled meeting that will be held in Browning, MT on September 10-11, 2009. Some specific items of interest that are included on the enclosed agenda are: Flag Song being performed by Browning students in the Call to Order; Montana Indian Education Association Report presented by Senator Carol Juneau; tour of the new Browning High School; and Blackfeet Learning Academy presented by Nikki Hannon and Dennis Juneau.

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

The bus tour will begin at 8:00 AM at the Browning Administration Building at 129 1st Avenue Southeast and will go to the new Browning High School. Once finished at the high school the tour will continue throughout the Browning community and return back at the administration building for the BPE meeting to resume at 9:30 AM. I would be honored to have you come to the meeting to extend introductions and acknowledge the work that you do with MIEA on behalf of Montana students.

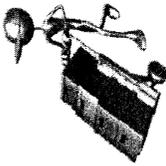
Sincerely,

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

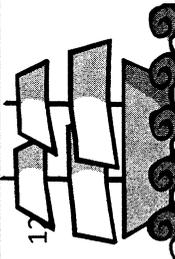
Patty Myers
Chairwoman

Enclosure

September 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	Chapter 57 Review Meeting - Pete September 1st	MSDB Committee Meeting Conference Call Review Comments on Math Standards - Steve	2 Montana Virtual Academy Meeting - Steve/Pete	Interpreter's Rule Implementation Conference Call - Pete Sign Language Interpreter's Hearing - Pete/Steve	Meeting with Ann Gilkey concerning Denial Hearing Process - Steve	5
6		8 Conference Call concerning the Arts Steve/Sharon	9	10 Board of Public Education - Browning	11	12
13	14	15 School Staffing Module - Pete	16	17 Multi-Agency Coordinating Group - Pete	18	19
20	MSDB Foundation Meeting . Great Falls - Patty Montana Math Educator Forum - Pete	22 Farewell to Bob Runkel - Pete/Steve Accreditation Licensure Meeting - Pete	23	24 Learning First Alliance - Steve	25 Board of Regents Meeting - MSU-Billings - Steve	26
27	28		30	Notes:		

October 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				Ed Forum Pete/Steve	2 Education and Local Government Interim Committee - Steve, Patty, Angela	3
4	5	6	7	Dedication Phyllis J. Washington Education Center, Missoula - Pete, Steve, Patty, Anneliese,	CSPAC Meeting w/ Council of Deans October 8-9 Missoula	10
11	12  Meeting with Kris Wilkinson, Nancy Coopersmith, Madalyn Quinlan - Steve	13	14	Teacher of the Year Banquet - Billings Patty, Sharon, Pete	MEA-MFT Session - Billings - Pete, Angela, Patty, Sharon	17
18	MASC Executive Board Meeting - Hardin - Tim	20	Healthy Schools Network - Steve	NASBE Annual Conference - Cincinnati, Ohio - Steve	23 School Staffing Module Meeting - Pete	24
25	26	27 Learning First Alliance Steve	28	29	30 Common Core Adoption Summit - Chicago - Patty	31 

November 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 MSDB Committee Meeting - Patty, Bernie, Cal, Steve	4	5	6	7
8	Education Testing Services - Las Vegas - Pete ELG Subcommittee - Steve, Patty Chapter 57 Hearing with Class 8 - Steve	11	12 BOE Meeting - Helena Board of Public Education Meeting - Helena	13	14	15
15	16	17	18 MT Math and Science Teachers' Initiative - Bozeman - Patty, Pete	19 Urban Indian Education Forum - Great Falls - Patty, Cal Board of Regents' Meeting - MSU-Bozeman	20	21
22	23	24	25		27	28
29	30	Notes:				

Executive Secretary's Report

Thursday, November 12, 2009

By: Steve Meloy/ Executive Secretary

The Montana Virtual Academy is off and running after the Board appointed three members to the governing board. Hopefully course offerings will be available this coming March with the official start of online classes in September of 2010. The work surrounding the development of a uniform common core standard in both math and language arts is progressing from the extent that we have (OPI and others) reviewing the draft and posting comments with a national review committee and awaiting a final draft. This work has been handed down to states by ACHIEVE, College Board, and ACT. The idea is for Montana and 46 other states to adopt common standards which are designed to increase rigor and create international benchmarks. Our Chair, Patty Myers attended a national meeting for states in Chicago on Thursday, October 22nd. The AARA federal stimulus money to states is aligned with common core in that applicants are required to adopt at least 85% of the common core. I have met with the Interim Committee on Education and Local Government on the implementation of HJR 6 which calls for shared goals among the OPI, the BPE and the Interim Committee. I also have met with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts.

We continue to work on implementation of the new Class 8 license. A CSPAC review committee met to review applications and approve thirty- nine applicants at a meeting held on the 22nd of July. Only 4 applications were returned because of inadequate information provided. To date, OPI has issued 40 Class 8 licenses. The Board of Public Education will consider an amendment to the Class 8 rule in November that will allow for greater flexibility for the Superintendent of Public Instruction to award Class 8 licensure to individuals who have rich academic preparation in areas that we do not currently offer as endorsements on standard Montana teacher licenses. We continue our strategic planning work formulated in July and continue to work on measurements for the coming year.

The Learning First Alliance continues to explore the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. The alliance will consider adopting bylaws at its meeting in October and is looking for members to pay \$200.00 in dues. We continue to be engaged in work to address the teacher shortage at MSDB. CSPAC will be involved with this issue, and is considering an area of specialized competency for teaching of sensory impaired children. The Board continues to work in concert with OPI and partners to continue the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57, which resulted in the adoption of the new category of K-12 licensure. Amendments, mostly minor, will be acted upon by the Board at our November 2009 meeting and will facilitate the licensing of at least 13 more applicants.

Work continues with legislative oversight committees. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator Wanzenreid, and copied the whole committee on a position in this regard. The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the “leaky pipeline” and post-secondary readiness work of the Kindergarten to College Workgroup. Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed assessments which will be coordinated with common core standards if that becomes a reality for the state. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. The CSPAC crew continues their work with the licensure folk at the OPI to continue the important review and modification process tied with Chapter 57, which was a revised chapter adopted by the Board at our March meeting and to which further amendments are forth coming. A hearing for the adoption of amendments is scheduled for November 9th at 9:00 a.m. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. Specifically we will look at issues of the individual’s right to process vs. the public’s right to know in the realm of open meetings. The case which has been appealed to the First Judicial District for judicial review has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years. We are experiencing larger than anticipated legal costs in this fiscal year.

We intend to convene a second statewide meeting regarding information surrounding “threshold” behaviors of educators who may constitute a breach of safety for public school students. The next meeting was planned for after the completion of Chapter 57. Hopefully we will convene the meeting in early 2010. The Board is currently faced with a 2% cut to its budget for the coming biennium which will amount to about \$10,000. We worked very hard to be exempted out as we are a small agency, but we were not successful.

Board work continues to include but is not limited to: Review with possible amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; Common Core Standards; Race to the Top; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty and the development of an intake document for

licensure; strategic planning meeting; school safety issues; wrap-up of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE's five-year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; future assessments associated with common core requirements; total review and final implementation of Chapter 57 prior to the 2009 license cycle; Kindergarten to College Workgroup; dual enrollment/credit work; counselling initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous interim committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; involvement with planning for NASBE's annual meeting; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education for All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and presentation to the 2009 session; project development to implement the teacher loan repayment plan found in SB 2; 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; NASBE grant follow-up on student leadership; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

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

- Continued work with legislature on fiscal responsibility processes for SB 152
- Board participation in the fall educator conference
- Coordination of efforts and monitoring of the Montana Virtual Academy work
- Met with LFD and OPI regarding protocol for fiscal reporting
- Attended Board of Regents meeting in Billings
- Attended October 1, 2009 mini-education forum
- Attended meeting(s) of the Learning First Alliance
- Met with the OCHE on Class 8 implementation concerns/issues
- Met with Dan Villa of the Governor's Office on common core
- Monitored work of the Montana Virtual Academy
- Attended and testified at Interim Education Committee
- Attended September CSPAC meeting
- Attended CSPAC and Council of Deans meeting
- Attended opening of the new School of Education Building at U of M
- Attended School Counselor Initiative meeting

- Attended NASBE and State Board Executive meetings in Cincinnati
- Attended Healthy Schools Network meeting

The work before the Board continues with a high level of importance, including; the common core concept; Race to the Top; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; and the Learning First Alliance. There is a great deal of interest from the legislature to expand our state's distance learning offerings and the work of the Montana Virtual Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and relation building with the OPI, the Board of Regents, the Governor's office, the legislature, the OCHE, and the Kindergarten to College Workgroup.

Cost Saving Measures on Board Operations

October 15, 2009

NCSBEE SESSION

Steve Meloy - Montana

- Budget constraints lending to the need of reinvention and reform
- Operations the toughest to cut
- Selling out authority of boards
- Mission review
- How are you working within the system and authority – Preserve quality
- SB152 Montana's definition of a quality education
- Technology advancement
 - * Vision net
 - * Webinars
 - * Paperless meetings/electronic agenda packets
- Resource sharing with education partners and other state and federal agencies
 - * Funding of special committee
 - * Funding of task forces
- Operations savings ideas
 - * Speaker of the House suggested – “Let them eat ham sandwiches.”
 - * E-paper subscriptions
 - * Car pooling
 - * Alternative modes of travel – Planes/trains/automobiles
 - * Self-catering meetings
 - * Set printers to double side
 - * Meeting facilities with no cost
 - Schools
 - School Administration Buildings
 - Capitol when legislators are not in session
 - * Gallon-sized water vs. water bottles (more green)
 - * Lunches – Costco meat trays etc... to create a sandwich bar
 - * Prioritize travel

Highlights of the October 8 & 9, 2009 CSPAC and Joint Council of Deans Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 8-9, 2009, at the University of Montana in Missoula, Montana. On the afternoon of October 8, 2009, the CSPAC met jointly with the Montana Council of Deans of Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Judie Woodhouse, Teacher, Polson; Ms. Tonia Bloom, Trustee, Corvallis; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Patty Muir, K-12 Specialist, Laurel; Mr. Jon Runnalls, Teacher, East Helena; Ms. Sharon Applegate, Teacher, Kalispell.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Roberta Evans, UM-Missoula; Ms. Cindy Dell, Salish Kootenai College; Ms. Joanne Erickson, MSU-Bozeman; Ms. Tricia Parrish, UM-Missoula; Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Jan Clinard, OCHE; Ms. Elizabeth Keller, OPI; Dr. Delena Norris-Tull, UM-Western; Ms. Kristy Murphy, UM-Missoula; Ms. Pamela Wilson, MSU-Northern; Ms. Lynn Hinch, OPI; Ms. Michael Munson-Lenz, OPI; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Joint CSPAC/Council of Deans Meeting October 10, 2007

Dr. Reisig updated the Council of Deans on the projects CSPAC have completed, as well as those they are either planning on, or would like to work on in the near future. Other topics discussed included the following: An update of the proposed changes concerning the Class 8 Professional Educator Licensure to Chapter 57 of the administrative Rules of Montana; a School Staffing Module update; changes being made to the Higher Education Opportunity Act Title II State Report Card; a follow-up to the NCATE Western Regional Accreditation Orientation; the proposed draft of the Highly Qualified Teacher's Plan; and an update on the Accreditation On-Site Review Schedule. Finally Ms. Lynn Hinch and Ms. Michael Munson-Lenz spoke before the Councils about what the Indian Education for All division at OPI had done with the development and implementation of the Building Worldviews using Traditional Cultures & Google Earth in public schools across the state.

CSPAC Meeting October 9, 2009

Executive Committee

Dr. Douglas Reisig recapped the Joint CSPAC and Council of Deans meeting. Dr. Reisig then conducted the annual review of the CSPAC bylaws.

Administrative Officer's Report

Mr. Donovan provided CSPAC with a summary of meetings he has attended since the July CSPAC meeting and with an update on his activities with NASDTEC. Mr. Steve Meloy spoke briefly on the Montana Virtual Academy Governing Board and the members selected by the Board. Mr. Donovan provided the rule as adopted for Sign Language Interpreters in public schools.

Board of Public Education Report

Mr. Steve Meloy spoke to the Council about the Common Core Standards and Race to the Top funds. The comment period for the public to voice their opinion directly to the Council for Chief State School Officers and the National Governors Association closes October 21, 2009. He finished by mentioning the question of privacy

in a teacher licensure revocation, surrender, or denial case, as well as the current budget situation faced by the BPE office.

Professional Preparation and Continuing Education Committee Report

Dr. Mary Susan Fishbaugh spoke about MSU-Billings' preparation for Joint NCATE/State Accreditation Review and her trip to Las Vegas with OPI for NCATE training. She will be a part of the MSU-Northern review in November. The next Post-Secondary Consortium will take place in November and should be attended by Ms. Tonia Bloom.

Montana Commission on Teaching Committee Report

Ms. Judie Woodhouse turned the floor over to Ms. Nikki Sandvi who came from OPI to provide the Mentoring Update. Ms. Sandve spoke about the recent Train the Teacher Mentor Institute, the second mentor survey emailed to schools across the state, and past and future Mentor Institutes.

Licensure and Endorsement Committee Report

Mr. Donovan informed the Council the changes to Chapter 57 concerning Class 8 will go up before the Board for approval at its November. Those applicants who were put on hold for a Class 8 license will be reviewed by the Superintendent of Public Instruction for approval should the Class 8 rules be adopted. Ms. Elizabeth Keller spoke next about the NASDTEC Interstate Agreement. The purpose of the agreement is to provide a mechanism to inform the Membership and the public of jurisdiction-specific requirements for educator licensure in each Member Jurisdiction.

Presentation of the Confucius Institute of the University of Montana

The Honorable Bob Brown came before the Council to speak about his journey to and involvement in the Institute, located inside the Mansfield Center at the University of Montana-Missoula. He also discussed the professor's involved in the program that work to teach Mandarin Chinese via the internet to school children across the state.

Licensure and Endorsement Committee Report

Item six was returned to as the last portion had not been covered. Mr. Donovan spoke about the possibility of creating areas of permissive specialized competency for instructors of Braille and sign language interpreters.

OPI Update

Dr. Linda Peterson showed the Council exactly where on the OPI website, opi.mt.gov, to go for reporting HQT. Dr. Peterson also showed and spoke about information for HOUSSE.

Plan for Future Conferences

Due to financial constraints, future conference attendance has been put on hold.

Future Agenda Items

The Council will draft the CSPAC Annual Report and review the Code of Ethics at its January 14, 2010 meeting in Helena.

OPI Strategic Directions and P-20 Update

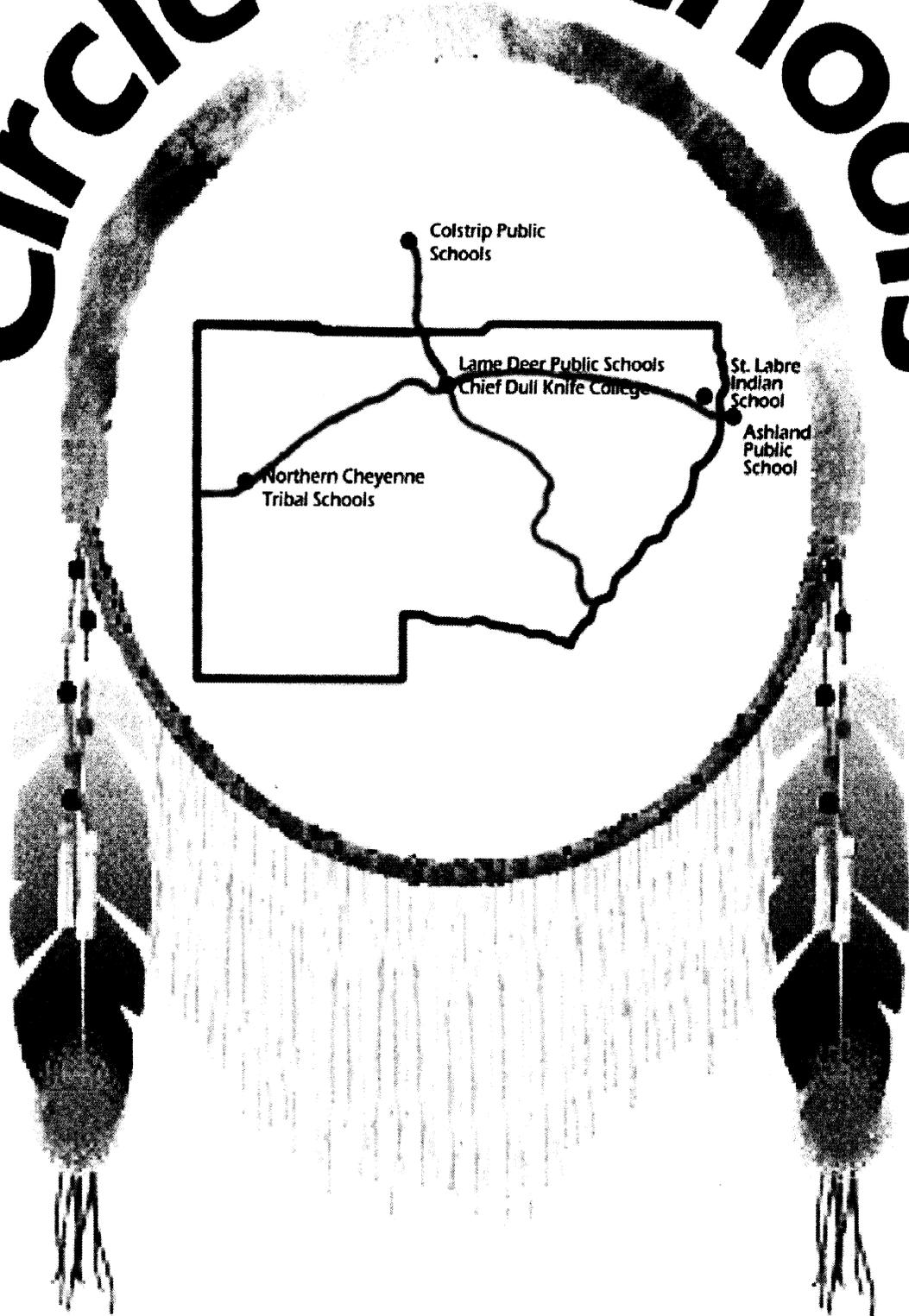
Ms. Joyce Silverthorne was unable to attend the meeting due to treacherous road conditions between Helena and Missoula.

Public Comment

Dr. Reisig thanked Deputy Superintendent Dennis Parman. Dr. Jan Clinard and Mr. Marco Ferro expressed thanks to the Council for a delightful meeting.

Please contact the CSPAC office to request copies of the Highlights from previous CSPAC meetings: CSPAC, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601.

Circle of Schools



Pulling Together ● Seeking Common Goals ● Benefiting Students

Circle of Schools

VISION

Pulling together and seeking common goals to academically prepare our students in the global economy.

MISSION STATEMENT

The mission of the Circle of Schools is to successfully transition students from pre-school to high school into higher education or the workforce.

GOALS:

1. Develop common policies and procedures for students attending the Circle of Schools. Participating schools include: Lame Deer Public Schools, Lame Deer, Montana; Liberty Christian Academy, Lame Deer, Montana; Northern Cheyenne Tribal School, Busby, Montana; Colstrip Public Schools, Colstrip, Montana; St. Labre Indian Catholic School, Ashland, Montana; Ashland Public Schools, Ashland, Montana.
2. Develop and refine common policies and procedures that will include the following:
 - Attendance
 - Discipline/Behavior
 - Culture
 - Assessment
 - Curriculum
 - >Ready to Learn
 - >Mathematics
 - >English/Communication Arts
 - >Science

This list is not all inclusive and may include other curricula.

Circle of Schools

STUDENTS ATTENDANCE POLICY

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education, which underlies and gives purpose to the requirement of compulsory schooling in this and every other state in the nation. The good things that schools have to offer can only be presented to students who are in attendance. With continued emphasis regarding Excellence in Education, all parties involved in attendance can better strive for quality in the classroom. Attendance reflects a student's dependability and is a significant factor on the student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunity are greatly affected by a good attendance record.

STUDENTS ATTENDANCE PROCEDURE

The Northern Cheyenne Tribe has made education compulsory for all children from 7 to 18 years of age, completion of high school graduation and/or GED. Therefore, absences from school without adequate reason may be in violation of tribal ordinance and state law. (MCA 20-5-103-104-105-108). Attendance, unless exempt or excused, is mandatory and students are responsible for being in class. Clarification of exempt or excused is defined below.

There is a direct correlation to attendance and academic success, and the general welfare of all students is best served by regular attendance.

A person in each school will be designated to monitor absences. Parents are to contact the school if their child will be absent. If previous arrangements have not been made by the parent/guardian, the district will follow procedures as allowed by tribal ordinances or state law. (MCA 20-5-102-108).

High School (Grades 9-12):

In order to graduate from schools on or near the Northern Cheyenne Reservation, a student must complete the minimum number of credits required by the institution in which they are enrolled.

Circle of Schools

“Attendance for credit” requires a full period of attendance. A **full period** is defined by the class schedule. All absences for full periods or **any part** of a period must fit the “**exemption**” criteria listed below in order to avoid loss of credit. An exempt criterion is exclusive to high school because there is a relationship between credits earned and attendance.

1. The allowed number of absences is to be determined by individual districts in which the student is currently enrolled;
2. Those absences that occur due to school sponsored activities, since these are considered an equivalent education experience, are exempt. These exemptions will apply to students participating in sport events, cheerleading, music-related events, school sponsored club trips, academic field trips, school approved activities, and others deemed co-curricular;

Exemption may be obtained by parental contact with the school upon return for any absence resulting from:

- a. Medical or dental appointments, or extended illness (extended is defined as a minimum of 3 days) or hospitalization of the student must be accompanied by written documentation;
- b. Serious illness or death of a family member;
- c. Requirements to satisfy tribal or state law. (Must be accompanied by written documentation from the respective legal authority);
- d. Emergency situations approved by school administration;
- e. The number of days to be exempted for college visits, conferences or workshops not sponsored by individual districts, will be determined by the local school districts;
- f. Those otherwise stated in tribal and state law.

Exempt absences are those absences that the parent knows about and are included in the above list. Excused absences are those that the parent knows about, but are not included in the exempt list.

The number of excused absences allowed and accountability for said absences will be established by each school district. Clearly defined policy/procedures must be established by each school district to protect the rights of student’s due process.

Circle of Schools

Elementary/Middle School, (Grades K-8):

The allowed number of absences is to be determined by individual districts in which the student is currently enrolled.

Reasons for excused absences may include but are not limited to:

- a. Those that occur due to school sponsored activities, since these are considered an equivalent education experience. These exemptions will apply to students participating in sport events, music-related events, school sponsored club trips, academic field trips, and others deemed co-curricular;
- b. Medical or dental appointments, illness or hospitalization of the student must be accompanied by written documentation;
- c. Serious illness or death of a family member;
- d. Requirements to satisfy tribal and state law. (Must be accompanied by written documentation from the respective legal authority);
- e. Emergency situations approved by school administration;
- f. Those otherwise stated in tribal and state law.

Loss of Enrollment

Local or tribal authorities will be notified in the event that the student has been dropped from the enrollment.

Legal References:

Tribal Code of the Northern Cheyenne Reservation Ordinance No. 26 (1987), 7-5-4, 7-5-5

Montana Codes Annotated 20-5-101-109

Circle of Schools

DISCIPLINE STATEMENT

Students need to know that "we live in a disciplined world". We are disciplined whether we like it or not. We have the choice of disciplining ourselves or being disciplined by others.

Discipline is controlled behavior designed to develop within an individual responsibility for his/her own actions as well as recognition and consideration of rights and feelings of others. Policies and practices of discipline are intended to help achieve the ultimate degree of order in the classroom and in the school.

Discipline should not be confused with punishment. The goal of discipline is to develop a mature individual, with socially acceptable standards of conduct and attitudes.

Consequently, the operation of the school should reflect the values of the community and the society in which students will likely find themselves. Our society demands that students learn to function as individuals in an atmosphere that is governed by acceptable behavior and work habits that are set forth in understandable procedures, rules, and regulations.

- a. Every individual develops self-discipline that is necessary to function successfully in society;
- b. Every individual develops a sense of dependability, accountability, reliability, and responsibility;
- c. Every individual understands and practices acceptable standards of promptness, regular attendance, and completion of assigned tasks in order to be prepared for the "world of work" in an adult society;
- d. Every individual develops the habit of performing up to his/her individual capabilities;
- e. Every individual develops an understanding and respect for the laws, rules and regulations that govern them;
- f. Every individual develops an understanding and respect for the rights of the individual and the related rights of others.

Every employee and student is responsible to be knowledgeable of the discipline policies within their respective schools.

Every school employee serves in a function of "enforcement" of the discipline policy adopted by each district. The teacher has the primary responsibility and authority for the consistent maintenance of discipline in the classroom, in the school building, on the grounds and at all school functions.

Students also play an important role in school discipline by reinforcing with each other appropriate and acceptable behavior.

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All school personnel will enforce the discipline policy and will report violations to the necessary personnel. Trustees of the District who become aware of a violation will report to the Superintendent or Designee. Enforcement shall be monitored through this chain of accountability to ensure consistent and constant implementation in a fair and impartial manner.

The principal or designee will establish and implement the rules and regulations for the school governing the conduct of the students.

The Board or Superintendent shall delegate to the principal and/or designee the authority to impose disciplinary measures as adopted by said districts. For the purpose of clarification, suspension can be in the form of in school suspension, out of school suspension and/or recommendation for expulsion. If expulsion is deemed necessary, the principal will make that recommendation to the Superintendent, who may recommend to the Board of Trustees expulsion of student(s). Expulsion is subject to due process procedures for public schools as outlined in Montana Code Annotated. Private and/or parochial schools are not bound by certain MCA rules and regulations.

In the event of a conduct violation not specifically listed in policy, discipline may be administered based on the judgment of the building principal or designee. School administration has the discretionary authority to move to any level of discipline based on the seriousness of the case. Law enforcement may be contacted for violations of the law.

Law enforcement will assist school administration when civil and criminal laws are violated within the school setting. Students under 16 will have parent/guardian or a representative present during questioning. Students 16 and older will have parent/guardian contacted and present if requested by the parent/guardian or student before questioning.

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CURRICULUM

The Circle of Schools recognizes the importance and the direct impact curriculum has on academic success of children that attend schools on or near the Northern Cheyenne Reservation. It is further recognized that there may be multi-cultural influences on curriculum that may impact student learning. Schools should align to the state standards and benchmarks as well as incorporate a process to review the curriculum regularly. The Circle of Schools recommends that districts appoint a committee of the board to address curriculum on an ongoing basis. The "Curriculum Committee" would be made up of administration, certified teachers, trustees and a community member(s) and would meet regularly to address the various disciplines. Districts that are too small to support a curriculum committee are encouraged to join a consortium.

ASSESSMENTS

Schools need to implement assessments that accurately measure the academic progress of the students. The assessments could include, but are by no means limited to: Criterion Reference Tests (CRT) for grades 3-8 and 10, IOWA Basic Test (K-8), Measure of Academic Progress (MAP) testing for students in grades 2-12, DIBELs testing for students grades K-6. Tracking student progress will allow schools that students transfer into to accurately assess academic progress.

INTERVENTIONS

The Circle of Schools believes that the first and most important teacher in a child's life is the parent. A child that arrives at school not ready to learn is at a distinct disadvantage and exhibits a great chance of dropping out of school. Due to the challenges that exist with children entering school unprepared to learn, the Circle of Schools has identified the importance of implementing scientifically proven interventions to address academic areas of deficiency. Areas that could make positive impacts on early childhood learning include Head Start Programs as well as Pre-School Programs with a strong academic emphasis. Scientifically proven intervention programs that districts may consider once a child enters formal education are: Differentiated Instruction, remediation, Direct Instruction (i.e. Corrective Reading/Math) and tutoring programs during lunch/before/after school and in the summer.

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MATHEMATICS CURRICULUM PreK-16

Math Mission Statement

Develop life-long mathematical skills to think, reason, investigate, connect and communicate solutions using various strategies to confidently assess and solve problems.

A focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics, should become the norm in elementary and middle school mathematics curricula.

- Applications to the real world
- Aligned to current state standards and adopted curriculum
- Balance between the basic skills and practical application
- Benchmarks for critical math foundations
- Student understands the relevance of math
- A major goal for K-8 mathematics education should be proficiency with fractions (including decimals, percent, and negative fractions), for such proficiency is foundational for algebra

Math Philosophy

The mathematics program is a standard-based integrated curriculum balancing both student inquiry and teacher-directed learning.

- Recommend 4 years of math at high school level

Proficiency with whole numbers, fractions and particular aspects of geometry and measurements should be understood as the **Critical Foundations of Algebra**. Emphasis of these essential concepts and skills must be provided at the elementary and middle grade levels.

The coherence and sequential nature of mathematics dictate the foundational skills that are necessary for the learning of algebra. The most important foundational skill not presently developed appears to be proficiency with fractions (including decimals, percent and negative fractions). The teaching of fractions must be acknowledged as critically important and improved before an increase in student achievement in algebra can be expected.

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Math and Reasoning Skills Necessary to be Ready for Kindergarten PreK Readiness

Colors, Shapes and Patterns

By the start of Kindergarten, students should be proficient with identifying common **colors** and **shapes** (circle, square, triangle and rectangle).

By the start of Kindergarten, students should be proficient with taking apart and putting together **shapes**.

Grouping and Sorting

By the start of Kindergarten, students should be proficient with sorting items according to one or two **attributes** such as colors, shapes and size.

By the start of Kindergarten, students should be proficient with the ability to combine, separate, and name 5 **concrete** items.

Copying and Tracing

By the start of Kindergarten, students should be proficient by **copying numbers** and **shapes**.

Counting

By the start of Kindergarten, students should be proficient with **counting** in **sequence** from 1 to 20.

By the start of Kindergarten, students should be proficient in recognizing **numbers** and **quantities** to 5.

By the start of Kindergarten, students should be proficient in counting 10 objects in **one-one correspondence** (counting objects and matching groups of objects).

Logic and Spatial Relationships

By the start of Kindergarten, students should be proficient with understanding **concepts** such as more, less, same, above, below, greater than, fewer, equal to, big and small.

By the start of Kindergarten, students should be proficient with understanding the concepts of **directionality**, order and positions of objects and words such as up, down, over, under, top, bottom, inside, outside, front and behind.

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Benchmarks for Critical Mathematical Foundations for K-2 Primary Readiness

Fluency with Whole Numbers

By the end of Grade K, students should be proficient with the understandings of how many in **sets of objects**.

By the end of Grade 1, students should be proficient with the understandings of **relative position** and magnitude of **whole numbers, ordinal and cardinal numbers** and their connections.

By the end of Grade 2, students should be proficient with the understandings of **place value** and the **base-ten** number system.

Fluency with Fractions

By the end of Grade K, students should be proficient with recognizing **equal parts** and **halves**.

By the end of Grade 1, students should be proficient with identifying **equal parts** of **groups** $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and divide **geometric shapes** into $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.

By the end of Grade 2, students should be proficient with **equivalent fractions**, comparing like **denominators**, and writing a **fraction** for shaded or divided part an object $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and a whole.

Geometry and Measurement

By the end of Grade K, students should be proficient with describing **attributes** and parts of **two** and **three dimensional** shapes.

By the end of Grade 1, students should be proficient with putting together and taking apart **two** and **three dimensional** shapes.

By the end of Grade 1, students should be proficient with creating shapes that have **symmetry**.

By the end of Grade 2, students should be proficient with naming, building, drawing, comparing, and sorting **two** and **three dimensional** shapes.

By the end of Grade 2, students should be proficient with recognizing the attributes of **length, volume, weight, area** and **time**.

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Benchmarks for Critical Mathematical Foundations

Fluency with Whole Numbers

By the end of Grade 3, students should be proficient with the *addition* and *subtraction* of whole numbers.

By the end of Grade 5, students should be proficient with *multiplication* and *division* of whole numbers.

Fluency with Fractions

By the end of Grade 4, students should be able to identify and represent **fractions** and **decimals**, and compare them on a number line or with the other common representations of **fractions** and **decimals**.

By the end of Grade 5, students should be proficient with comparing **fractions** and **decimals** and common **percent**, and with the *addition* and *subtraction* of **fractions** and **decimals**.

By the end of Grade 6, students should be proficient with *multiplication* and *division* of **fractions** and **decimals**.

By the end of Grade 6, students should be proficient with all operations involving **positive** and **negative integers**.

By the end of Grade 7, students should be proficient with all operations involving **positive** and **negative fractions**.

By the end of Grade 7, students should be able to *solve problems* involving **percent**, **ratio** and **rate** and extend this work to **proportionality**.

Geometry and Measurement

By the end of Grade 5, students should be able to *solve problems* involving **perimeter** and **area** of **triangles** and all **quadrilaterals** having at least one pair of parallel sides (i.e. trapezoids).

By the end of Grade 6, students should be able to *analyze* the properties of **two-dimensional shapes** and *solve problems* involving **perimeter** and **area**, and *analyze* the properties of **three-dimensional shapes** and *solve problems* involving **surface area** and **volume**.

By the end of Grade 7, students should be familiar with the *relationship* between **similar triangles** and the concept of the **slope of a line**.

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The Benchmarks should be used to guide classroom curricula, mathematics instruction and benchmark assessments. They should be flexible and allow for the discretion of the respective schools specific mathematics curriculum and core programs.

The **Major Topics of School Algebra** should be the focus of Algebra I and Algebra II Courses relative to Montana State Standards and Essential Learning Expectations.

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Major Topics of School Algebra

Symbols and Expressions

- Polynomial expressions
- Rational expressions
- Arithmetic and finite geometric series

Linear Equations

- Real numbers as points on the number line
- Linear equations and their graphs
- Solving problems with linear equations
- Linear inequalities and their graphs
- Graphing and solving systems of simultaneous linear equations

Quadratic Equations

- Factors and factoring of quadratic polynomials with integer coefficients
- Completing the square in quadratic expressions
- Quadratic formula and factoring of general quadratic polynomials
- Using the quadratic formula to solve equations

Functions

- Linear equations
- Quadratic functions – word problems involving quadratic functions
- Graphs of quadratic functions and completing the square
- Polynomial functions (including graphs of basic functions)
- Simple nonlinear functions (e.g. square and cube root functions, absolute value, rational functions, step functions)
- Rational exponents, radical expressions and exponential functions
- Logarithmic functions
- Trigonometric functions
- Fitting simple mathematical models to data

Algebra of Polynomials

- Roots and factorization of polynomials
- Complex numbers and operations
- Fundamental theorem of algebra
- Binomial Coefficients and Pascal's Triangle
- Mathematical induction and the binomial theorem

Combinatorics and Finite Probability

- Combinations and permutations, as applications of the binomial theorem and Pascal's Triangle

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All school districts should ensure that all prepared students have access to an authentic algebra course and should prepare more students than at present to enroll in such a course by Grade Eight. Authentic is used as a descriptor of a course that addresses algebra consistently with the **Major Topics of School Algebra**. Students must be prepared with the mathematical prerequisites of this course according to the **Critical Foundations of Algebra** and the **Benchmarks for the Critical Foundations**.

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EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

PRESENTATION: Comprehensive Tobacco-Free School Policy

PRESENTER: Cheri Seed
Tobacco Prevention Education Specialist
Office of Public Instruction

OVERVIEW: This presentation will highlight OPI's efforts to improve and enhance school tobacco policy post the Montana Board of Public Education Position Statement on Tobacco-Free School Policies dated May 13, 2005. The position statement encouraged all Montana school districts to adopt and implement a comprehensive tobacco-free school policy by September 2006.

REQUESTED DECISION(S): Informational only

OUTLYING ISSUE(S): none

RECOMMENDATION(S): N/A



OPI Tobacco Free Schools Comprehensive Policy Initiative

Montana Board of Public
Education

State Capitol - Rm. 152

November 12, 2009

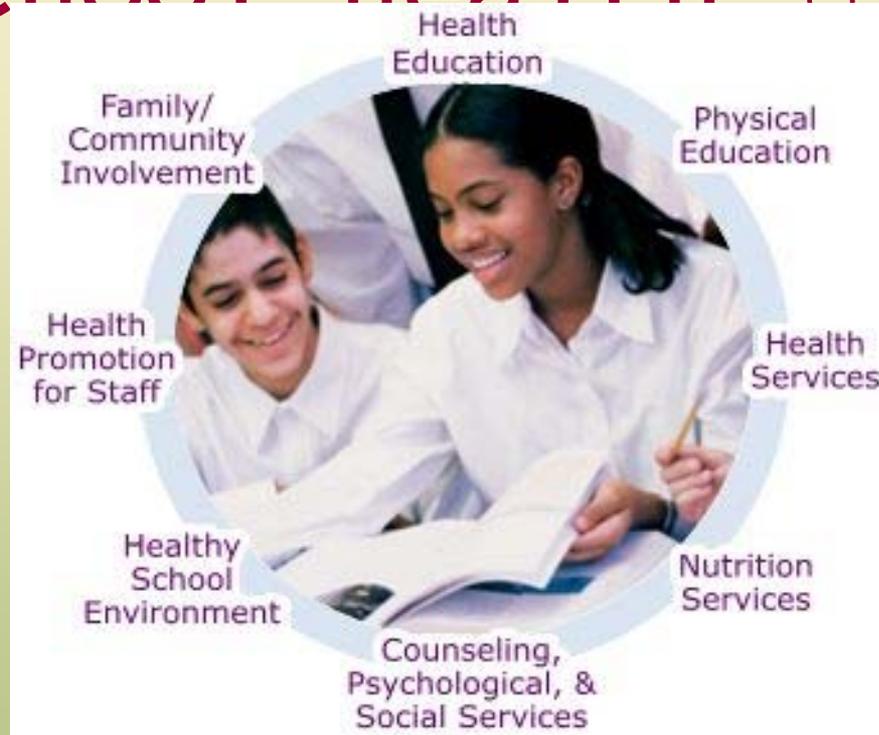
MT Office of Public Instruction

Health Enhancement & Safety Division

Vision:

To encourage the development of coordinated school health education programs that are designed to prevent major health problems and health-risk behaviors among youth and promote healthy lifestyles, families and communities.

CDC Division of Adolescent & School Health (DASH)



Coordinated School Health Model

MT Tobacco Free School Policy

BACKGROUND

- **2002 School Health Profiles Survey**
 - Only 30% of schools had comprehensive policy in place
- **2004 Discussion Paper** prepared for BPE by Montana Healthy Schools Network
 - MT Board of Public Ed
 - MT School Boards Association
 - MT Office of Public Instruction

MT Tobacco Free School Policy

BACKGROUND (cont.)

– **Federal Law** (Pro-Children Act of 1994)

- To ensure that children are not exposed to secondhand smoke while at school
- Includes indoor facilities used for education

– **State law** (Montana Clean Indoor Air Act of 2005)

- Changed law regarding tobacco use in public school buildings and on public

MT Board of Public Education

Action

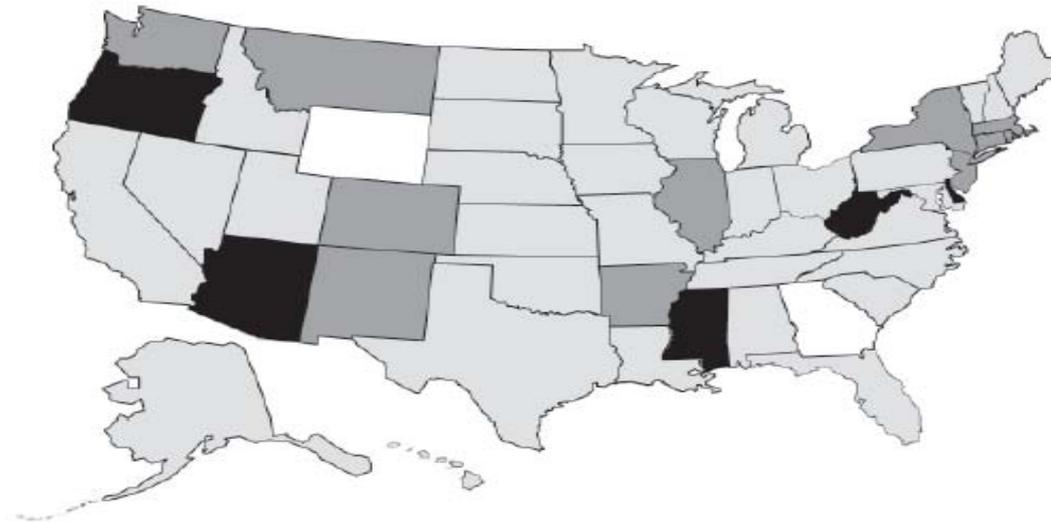
- BPE approved ***Position Statement on Tobacco Free School Policies***
(May 2005)
- Encouraged all MT school districts to adopt and implement comprehensive tobacco-free school policy by September 2006
- Included rationale and sample

Comprehensive Tobacco Free School Policy – National Trend

- CDC DASH
- National Association of State Boards of Education (NASBE)
- National School Boards Association (NSBA)
 - *National Consortium on Tobacco Use Prevention* to strengthen state-level partnerships that involve state school boards associations and other key stakeholders

Figure 3. State laws and policies that restrict tobacco use at school

Textual analysis of laws and policies in NASBE's online state school health policy database at www.nasbe.org/HealthySchools/States/State_Policy.asp (as of February 2007).



-  Meets CDC's criteria for tobacco-free schools: Law or policy prohibits tobacco use by students, all school staff, parents, and visitors on school property, in school vehicles, and at school-sponsored functions away from school property at all times (5 states)
-  Law or policy is close to meeting CDC's criteria for tobacco-free schools, but does not explicitly include every provision (11 states)
-  Law or policy partially prohibits tobacco use in schools, but falls seriously short for one or more reasons, such as allowing designated smoking areas or smoking breaks, staff or visitor exemption, or limiting restrictions to school hours (32 states)
-  No school tobacco law or policy (2 states)

Note: The Michigan State Board of Education adopted a comprehensive, exemplary policy that provides valuable guidance to school districts, but is not binding in nature.

Source: National Association of State Boards of Education²⁴

Comprehensive Policy Criteria

Current "Excellence" Model

- Bans tobacco use on school property/vehicles and off campus school-sponsored events
- Clear no use statement for students, staff, and visitors
- Bans tobacco advertising/sponsorship on school property, at school functions, or in publications
- Includes enforcement provisions for violations
- Supports classroom-based instruction & teacher training
- Provides cessation referral information

OPI Tobacco Use Prevention and Education Program

- **CDC Guidelines for Schools to Prevent Tobacco Use**
 - Policy
 - Instruction/Curriculum/Teacher Training
 - Cessation
 - Family Involvement
 - Evaluation
- **OPI/DPHHS MOU**

School District Grantee Program
(2006-2009)

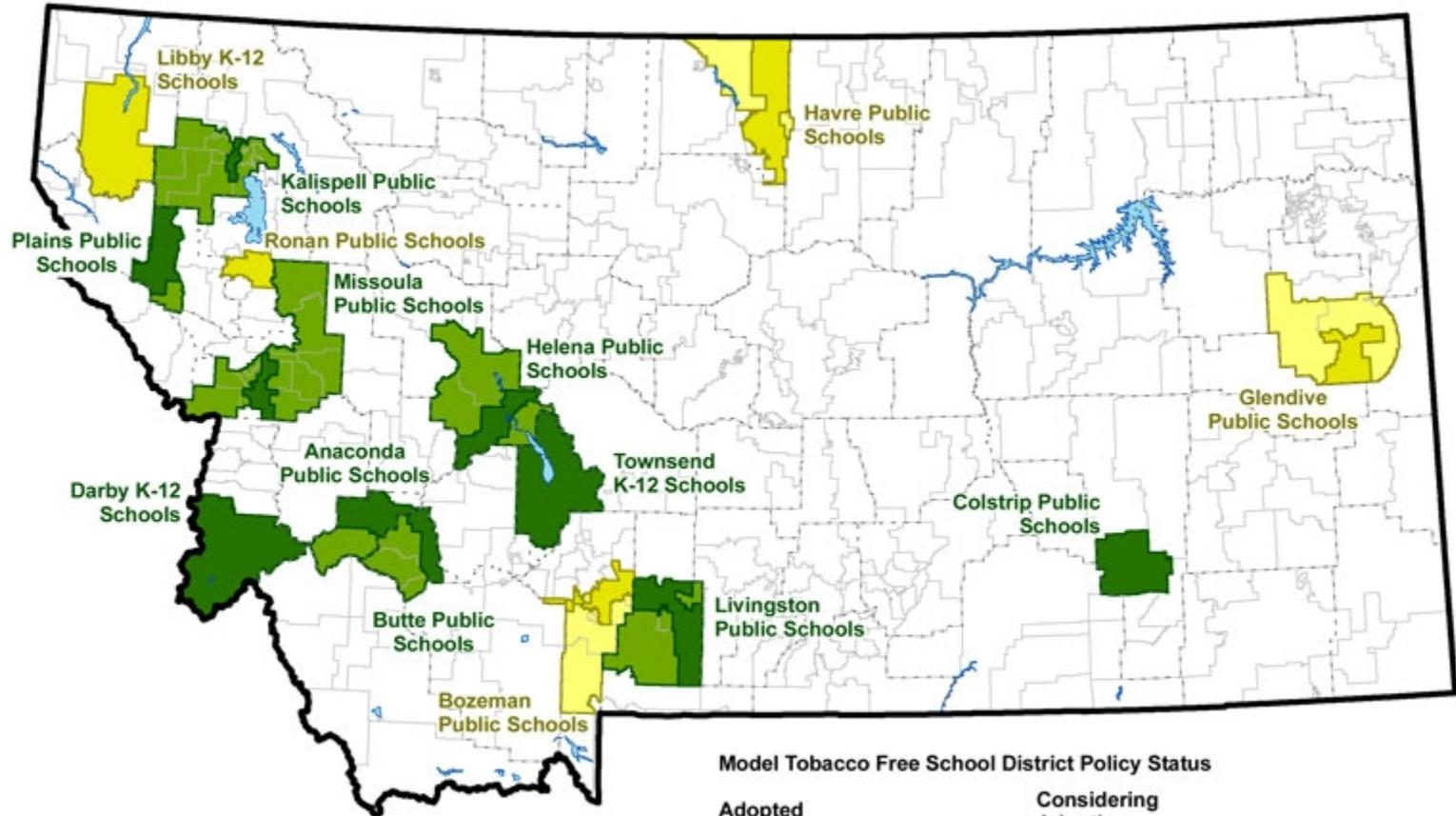
 - Policy Assessment, OPI Model Policy Development
 - Technical Assistance/Training

Successful TF School Policy

Compliance Strategies

- School District/Administrator Support
- Model Policy Resources
- Collaborative School/Community Network
- Technical Assistance/Training
- Signage Incentives
 - Policy awareness
 - Compliance
- Local Law Enforcement Support

Montana Tobacco Free Schools of Excellence



Model Tobacco Free School District Policy Status

Adopted

- Elementary and Secondary
- Secondary

Considering Adoption

- Elementary and Secondary
- Secondary

No Model Policy

Recent OPI Steps to Improve TF School Policy

- Signage Survey (2008)
- New School Signage Development (2009)
- Hire 2 Regional Coordinators (Sep/Oct 2009)
- Awarded NSBA Consortium State Pilot Project Mini grant (Oct 2009)
- Strategic Planning Policy Workshop (Oct 29, 2009)

Signage Survey

Who? School administrators, school health educators, & local tobacco prevention specialists

When? Fall of 2008



How many? 120 respondents

New Signage Rationale

Old signs were not clear to students, staff, and the general public



Poor **understanding** of the

Poor **compliance** of the

law

Survey Results

86% New signs would help increase understanding of CIAA

88% New signs would help increase compliance of CIAA

84% Customized signage important

Signage Types Preferred

25% Vinyl signs

27% Metal outdoor
signs

18% Portable signs

16% Window clings

NEW School Metal Signage

Target audience:

Students, staff/faculty
& visitors

2 Sizes:

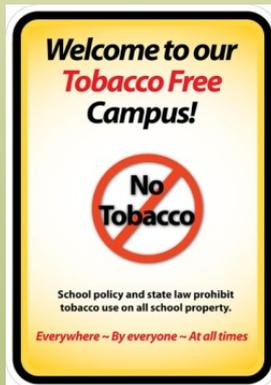
- 7" x 12"
- 10" x 12"



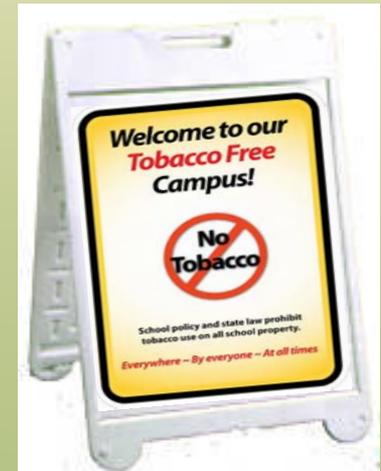
NEW Portable Signage



4'x7' Vinyl Banner



Surface Cling



Sidewalk Stand

Custom Signage

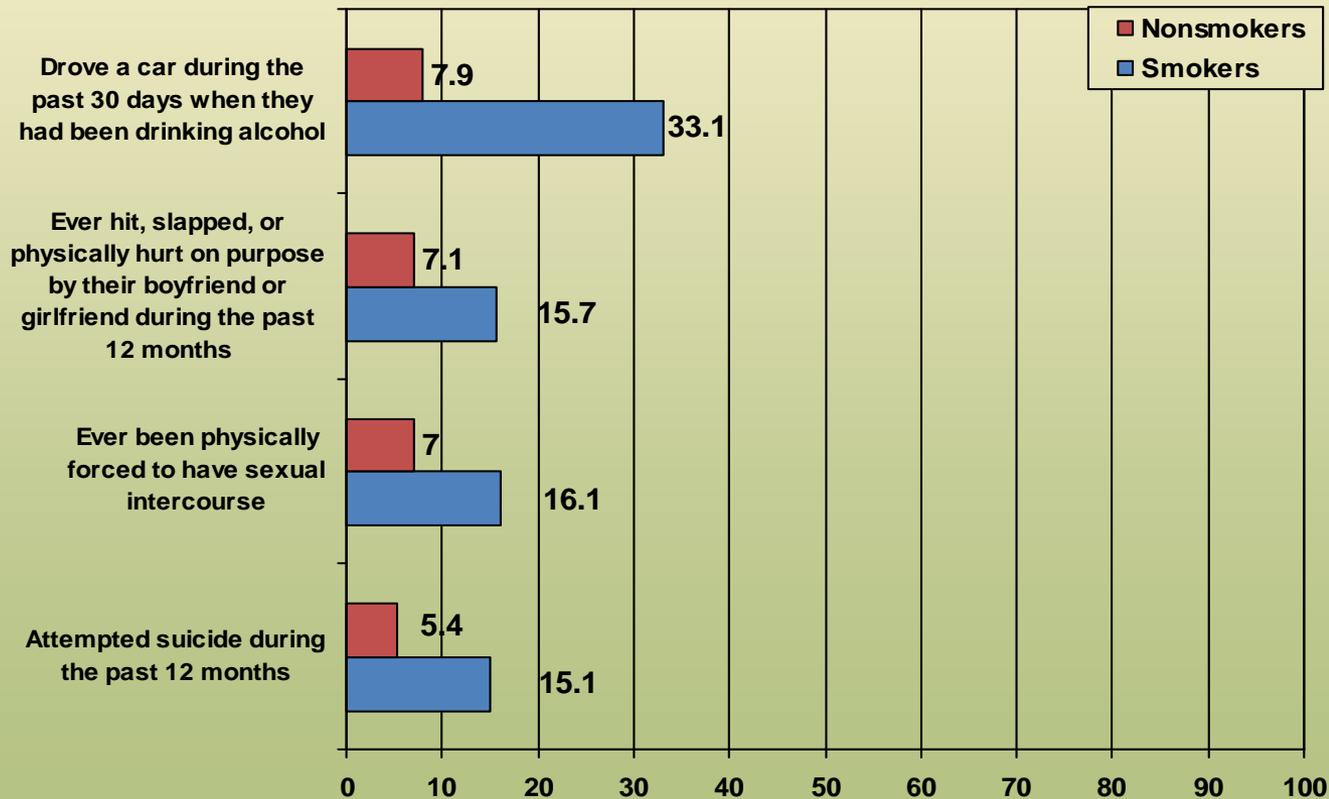


Banner available in **school colors!**

Risk Behaviors of Smokers vs. Nonsmokers

2009 Montana High School YRBS

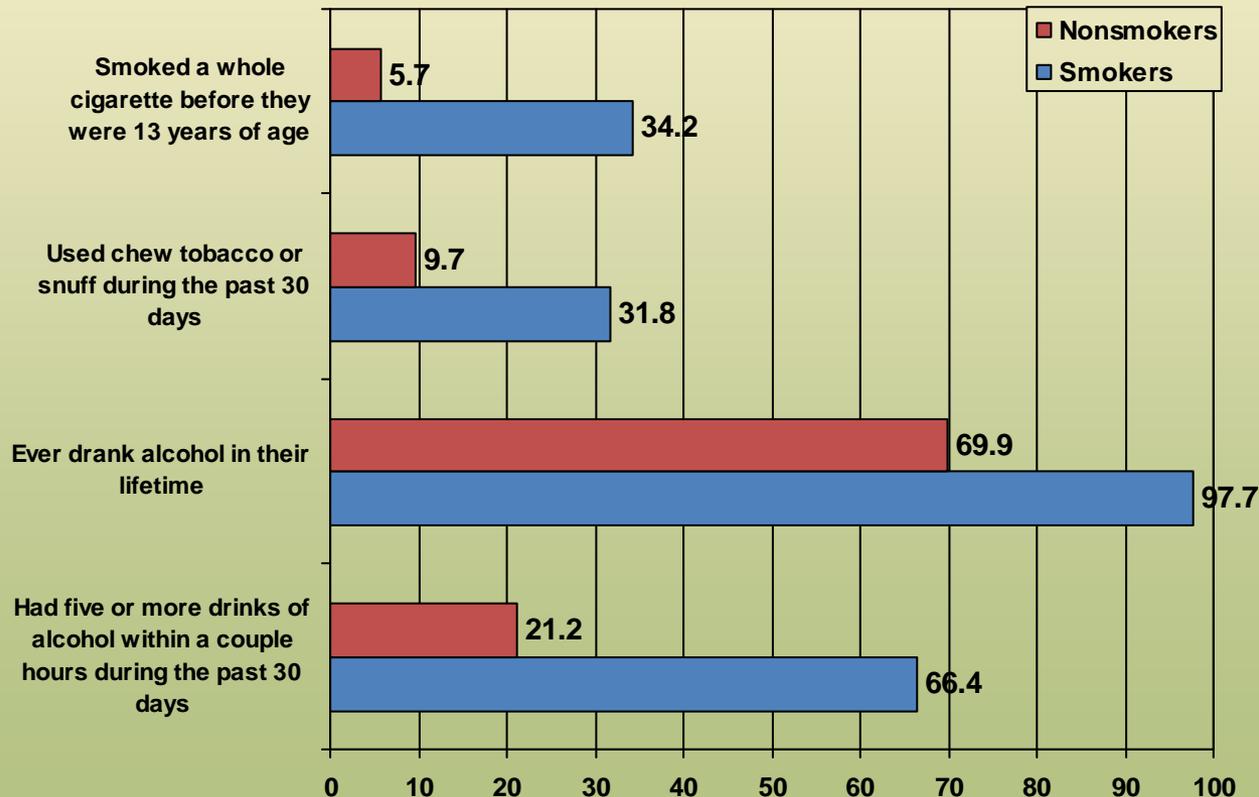
- Percentage of students by selected risk behavior



Risk Behaviors of Smokers vs. Nonsmokers

2009 Montana High School YRBS

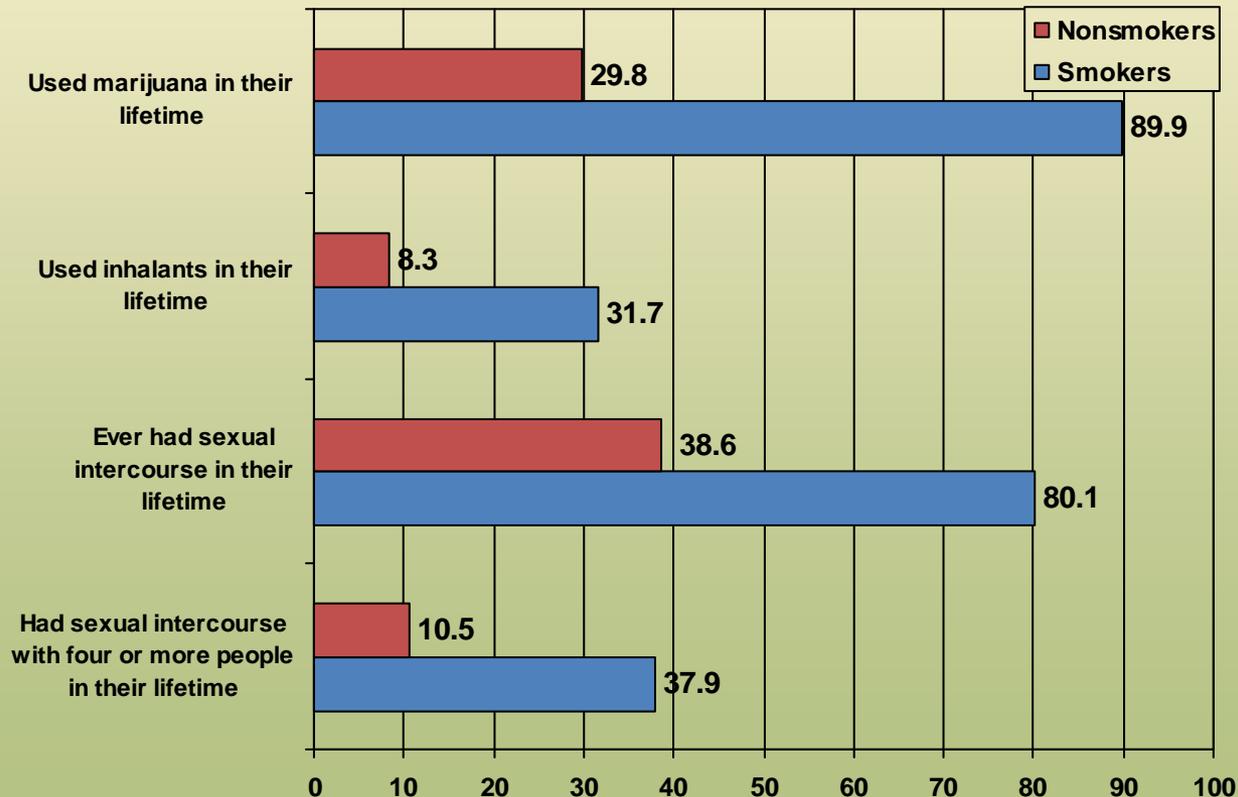
- Percentage of students by selected risk behavior



Risk Behaviors of Smokers vs. Nonsmokers

2009 Montana High School YRBS

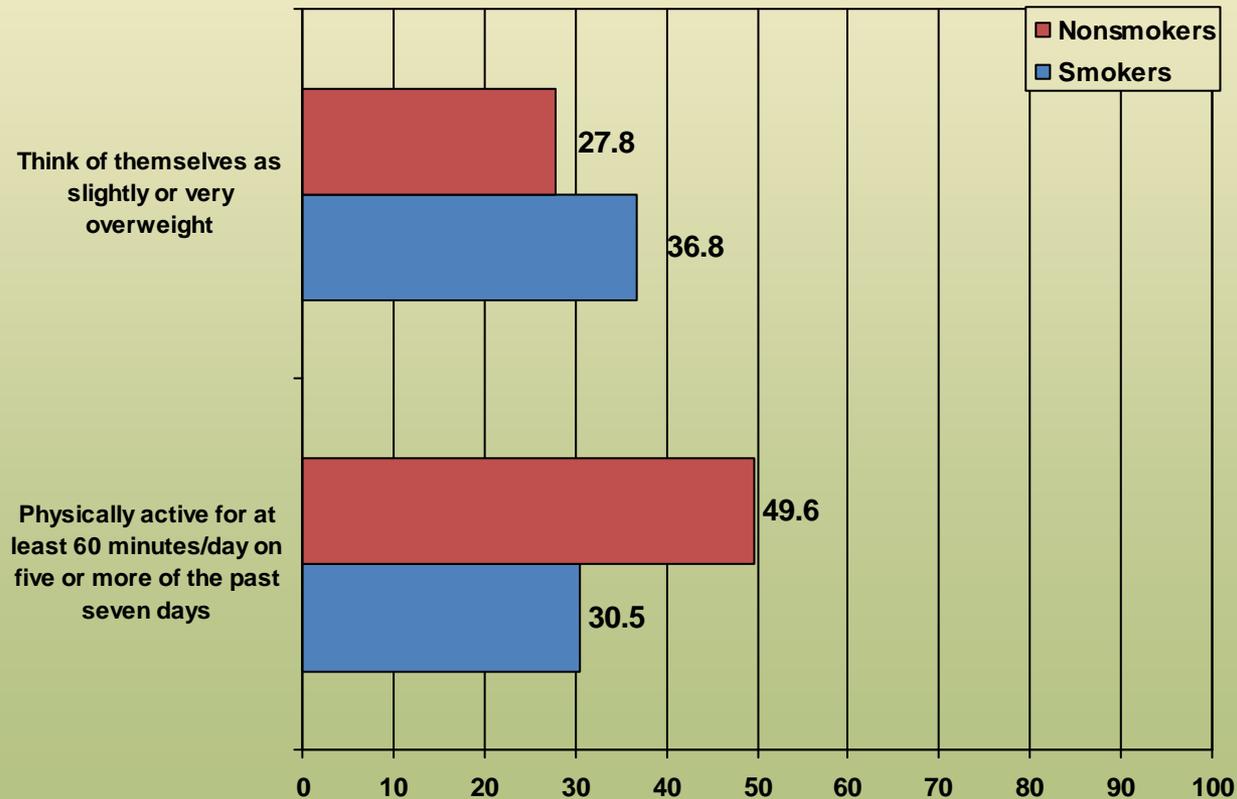
- Percentage of students by selected risk behavior



Risk Behaviors of Smokers vs. Nonsmokers

Source: 2009 Montana High School YRBS

- Percentage of students by selected risk behavior



OPI Tobacco Use Prevention & Education

[Home](#) : [Tobaccoed](#) : Tobacco Use Prevention & Education

Document Location: <http://www.opi.mt.gov/tobaccoed/index.html>

Last Modified: 7/6/09

www.opi.mt.gov/tobaccoed



The Montana Office of Public Instruction School Tobacco Use Prevention and Education program provides technical assistance and resources to Montana school districts through coordination with the Montana Department of Public Health and Human Services. The purpose of the program is to expand and strengthen the capacity of local education agencies to prevent and reduce youth tobacco use in coordination with the Montana Tobacco Use Prevention Program. The program also provides technical assistance to public schools by promoting compliance of the Montana Clean Indoor Air Act and in the development of comprehensive tobacco free school policies.

Contacts:

[Cheri Seed](#), Tobacco Prevention Education Specialist, (406) 444-0785

[Karin Billings](#), Coordinated School Health Program Director (406) 444-3000

▶ [Resources/Guidelines/Information](#)

▶ [Montana Data](#)

▶ [Media Showcase](#)

▶ [National Resources/Links](#)

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Questions?

Contact Info:

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cseed@mt.gov



Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

The following policy is a model provided as a resource for Montana school districts to adopt and implement as encouraged by the Montana Board of Public Education, National School Boards Association, and the National Association of State Boards of Education.

Comprehensive Tobacco-Free School Policy

The District maintains tobacco-free buildings and grounds. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, and smokeless tobacco.

Tobacco use by students, school staff, parents, and visitors is prohibited in all public school buildings or public school property and at school-sponsored functions, whether on or off campus. Exceptions to this policy include school sanctioned events in which tobacco products are allowed as exhibits to demonstrate the risks of tobacco use or in connection with American Indian cultural activities.

For the purpose of this policy, "public school building or public school property" means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school vehicles.

Tobacco advertising and the acceptance of tobacco industry sponsorship or promotional products are prohibited on the school campus, in school publications, and at all school-sponsored functions.

The Board supports classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties include tobacco use prevention content. The District encourages that students, families, educational personnel, and school visitors be notified of this policy through such means as handbooks, newsletters, and on posted notices at all school entrances and other prominent locations.

Violation of the policy by students and staff will be subject to actions outlined in District discipline policies. Visitors who violate the policy will be asked to discontinue use of the tobacco product or leave the premises. Information about nicotine addiction services and referrals to tobacco cessation programs will be provided to students and staff who have violated school policy.

Legal Reference: §20-1-220, MCA

§§ 50-40-101, et seq., MCA
ARM 37.111.825

Use of a tobacco product in public school building prohibited
Montana Clean Indoor Air Act of 1979
Health Supervision and Maintenance

EXECUTIVE SUMMARY
DATE: NOVEMBER 2009

PRESENTATION: Educational Opportunity and Equity Division

PRESENTER: BJ Granbery
Division Administrator/Title I Director
Office of Public Instruction

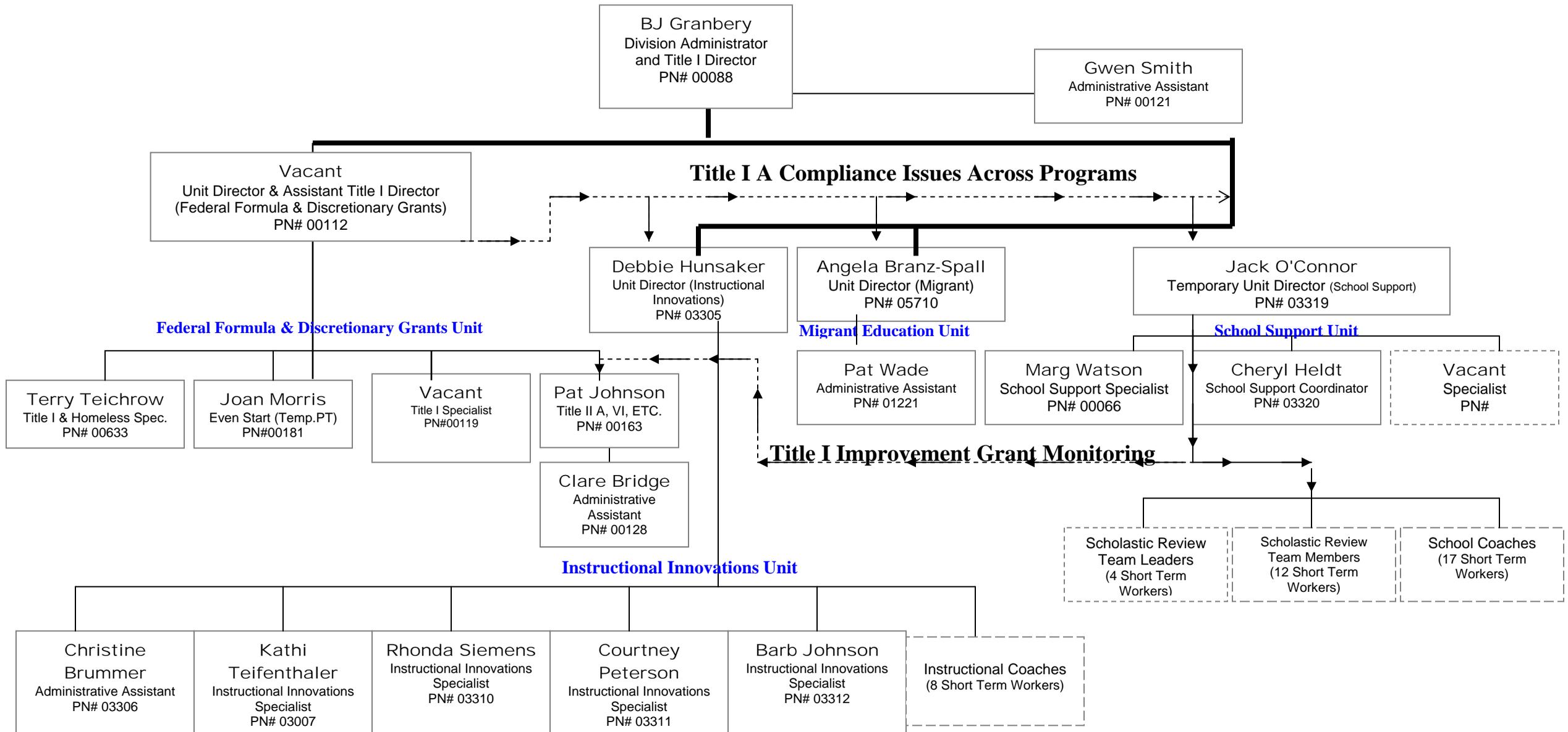
OVERVIEW: This presentation is a highlight of the scope and responsibilities of the Educational Opportunity and Equity Division.

REQUESTED DECISION(S): Information only

OUTLYING ISSUE(S): None

RECOMMENDATION(S): NA

OPI Educational Opportunity & Equity Chart





Educational Opportunity and Equity Division

Federal Formula and Discretionary Grants Unit

The Federal Formula and Discretionary Grants Unit primarily serves schools and districts in the areas of the following programs of the Elementary and Secondary Education Act (ESEA) currently authorized by the No Child Left Behind Act (NCLB). Current year funding for these programs is shown after each program name. Title I Part A

Title I - Part A Improving the Academic Achievement of the Disadvantaged - \$80,350,902 (includes Recovery Act funds)

Title I - Part B Even Start Family Literacy - \$305,688

Title I - Part D Neglected and Delinquent Youth - \$106,311

Title II - Part A Teacher and Principal Training and Recruiting Fund - \$13,622,554

Title X - Part C Homeless Education - \$338,602 (includes Recovery Act funds)

Title VI Rural Low-Income Schools - \$260,787

Title VI Transferability and REAP Flex options are also managed, but no funding is provided to OPI.

Migrant Education Unit

The Montana Office of Public Instruction (OPI) receives a grant annually from the Office of Migrant Education (OME), United States Department of Education (USED) based on the number of identified migrant students that reside in the State of Montana. A very large percentage of these students migrate from the states of Texas and Washington. Other students migrate both within the state across school district and county boundaries and from Montana to other states.

Since these children enroll temporarily in various schools, the Montana MEP has a major responsibility to ensure that coordination across program, school district and state lines occur. The Montana MEP has the responsibility to ensure that migrant students at all grade levels and their families have their needs met and are able to access all services for which they are eligible.

Current regular funding is \$1,136,894. Funding for the MEP Consortium grant is \$146,643.

School Support Unit

Background: Federal Title I funding has been provided to the Office of Public Instruction (OPI) to work with Title I 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. The OPI Unit Director, Specialist, and Coordinator for School Support oversee the operations and training of the short term workers who fill the following roles so that schools and districts most in need of improvement receive the assistance they need. This unit also oversees all aspects of the Title I requirements for schools and districts identified for improvement, corrective action, or restructuring. This includes improvement plans and the statutory provisions for public school choice and supplemental educational services (SES). Current funding is covered by a set aside from the overall Title I Part A grant.

Scholastic Review Team: The Scholastic Review Team (SRT), formerly known as the School Support Team, is responsible for assisting schools that are in Improvement Year Two, Corrective Action and Restructuring to make AYP by conducting an on-site review of the school based on the nine Montana Correlates of Effective schools.

Scholastic Review Team (SRT) Leader: The SRT Leader is in charge of the Scholastic Review Team, which will conduct a review of the schools coming into Improvement Year Two as dictated by the No Child Left Behind Act (NCLB). This person will coordinate the review process and send the initial draft of the report to the OPI. The final report called the "summary" will be delivered to the district and school after a review by the OPI and is intended to be a guide for school improvement.

Scholastic Review Team Member: SRT Member roles and responsibilities include assisting with the review of the school, writing the draft report with other SRT members, and working with the SRT leader in providing answers on the data used to draft the findings.

School Coach: The Coach will work with the district administrative team and the school improvement team(s) on action plans to assist the school and district in making significant gains toward AYP. The Coach is obligated to spend a minimum of three to five days a month working in his/her assigned district/school.

Instructional Innovations Unit

Background: The Unit Director, Specialists, and Assistant oversee the operations and training of the short term workers who function as instructional coaches. This portion of the unit, along with the School Support Unit described above comprises the current Title I Statewide System of Support (SSOS). The other portion of this unit's work is a newly awarded federal Early Reading First Grant.

Instructional Coach: The Instructional Coach is a new addition for the SSOS, designed to provide assigned schools with a highly trained person to help new and/or struggling teachers in developing professional methodology, classroom management, or other assistance as recommended by the building administration. The Instructional Coach will maintain contact with the school throughout the school year. The Instructional Coach is obligated to spend a minimum of three to five days a month working with his/her assigned teacher(s). Teachers will emerge with a better understanding of effective instructional strategies and interventions that will improve student achievement. The funding for this component is covered by a set aside from the overall Title I Part A grant.

Early Reading First: The name of our grant is the Montana Partnership for Early Literacy. It was organized to transform five existing preschool centers serving at-risk young children into centers of educational excellence which will benefit the children involved and serve as a model for other

centers. The centers that will be served by the grant are Evergreen Special Services Preschool, Fort Belknap Head Start, Hardin Special Education preschool, Great Falls Public Schools, and Great Falls Head Start. The total funding is \$6.2 million over three years.

EXECUTIVE SUMMARY
BOARD OF PUBLIC EDUCATION
NOVEMBER 2009

PRESENTATION: The 2009 Montana Youth Risk Behavior Survey (YRBS) Report

PRESENTER: Susan Court
YRBS Project Coordinator
Montana Office of Public Instruction

OVERVIEW: This report will summarize 2009 YRBS results and trends in the health risk behaviors of Montana high school students. Since 1991, the Montana OPI has administered the survey to students in Montana schools under a cooperative agreement with the Centers for Disease Control and Prevention (CDC). Weighted data results have been obtained with every survey since 1993. The YRBS measures self-reported behaviors for unintentional and intentional injury, tobacco use, alcohol and other drug use, sexual behaviors, nutrition and dietary behaviors and physical activity.

REQUESTED DECISION(s): None. This is an informational presentation.

OUTLYING ISSUES: None

RECOMMENDATION(s): None

2009 YOUTH RISK BEHAVIOR SURVEY

MONTANA HIGH SCHOOL

TREND REPORT 1997 - 2009

**RANDOM SAMPLING PROCEDURES WERE FOLLOWED TO
OBTAIN THESE WEIGHTED DATA. THE RESULTS ARE REPRESENTATIVE
OF ALL MONTANA HIGH SCHOOL STUDENTS IN GRADES 9-12.**



**2009 Youth Risk Behavior Survey
Montana High School
Trend Report**

<i>Injury and Violence</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Rode a bicycle and never or rarely wore a bicycle helmet during the past 12 months	87.5	86.8	85.1	83.4	82.3	83.8	82.7
Never or rarely wore a seat belt when riding in a car driven by someone else	32.0	23.1	19.8	17.8	13.9	14.2	13.1
Never or rarely wore a seat belt when driving a car			18.7	19.5	15.8	14.9	13.9
Rode in a car driven by someone who had been drinking alcohol during the past 30 days	46.6	43.1	39.3	36.9	34.4	32.9	28.8
Drove a car when they had been drinking alcohol during the past 30 days	26.7	22.7	21.8	20.4	18.5	16.0	13.5
Carried a weapon such as a gun, knife, or club during the past 30 days	23.8	20.3	21.4	19.4	21.4	22.1	23.0
Carried a gun during the past 30 days	9.8	8.6	9.0	8.7	9.0	7.8	9.2
Carried a weapon on school property during the past 30 days	12.4	9.2	8.7	7.2	10.2	9.7	7.9
Did not go to school because they felt unsafe at school or on their way to or from school during the past 30 days	4.4	3.0	5.5	3.4	4.2	4.2	5.2
Had been threatened or injured with a weapon on school property during the past 12 months	7.1	6.5	8.5	7.1	8.0	7.0	7.4
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	NA
Were in a physical fight during the past 12 months	32.2	32.1	31.6	28.6	30.5	32.8	31.7
Were injured in a physical fight that required medical treatment during the past 12 months	2.9	3.7	3.6	3.4	3.6	3.7	4.9
Were in a physical fight on school property during the past 12 months	13.6	12.7	12.2	10.3	10.9	12.0	10.8
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	9.6
Have ever been physically forced to have sexual intercourse when they did not want to			8.8	9.8	10.2	8.8	9.2
Had ever been bullied on school property during the past 12 months							23.1
Had ever been electronically bullied, such as through e-mail, chat rooms, instant messaging, Web sites, or text messaging during the past 12 months							17.9
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	27.3
Seriously considered attempting suicide during the past 12 months	23.9	18.6	19.4	18.9	17.5	15.1	17.4
Made a plan about how they would attempt suicide during the past 12 months	18.7	15.6	16.3	14.8	14.6	13.2	13.4
Actually attempted suicide during the past 12 months	8.4	6.7	10.4	9.7	10.3	7.9	7.7



<i>Injury and Violence – continued.</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Had a suicide attempt resulting in injury, poisoning, or overdose that required medical treatment during the past 12 months	2.4	2.5	3.7	3.0	3.1	2.7	2.8

<i>Tobacco Use</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Ever tried cigarette smoking	73.4	70.3	66.5	61.0	55.4	52.1	50.0
Smoked a cigarette before age 13	26.1	24.7	25.0	20.7	17.6	14.7	12.3
Smoked a cigarette on one or more of the past 30 days (“current”)	38.1	35.0	28.5	22.9	20.1	20.0	18.7
Smoked cigarettes on 20 or more of the past 30 days (“frequent”)	19.3	18.0	14.9	10.8	8.8	8.1	7.9
Among current smokers, smoked more than 10 cigarettes per day on the days they smoked during the past 30 days	12.1	11.5	12.6	10.8	7.7	7.7	4.0
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	7.5
Smoked cigarettes on school property during the past 30 days	15.3	14.0	10.4	7.7	7.0	6.2	5.4
Ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days (“regular”)			23.2	17.3	15.2	12.9	13.5
Among current smokers, tried to quit smoking during the past 12 months			65.6	60.9	60.4	55.0	54.6
Used chewing tobacco, snuff, or dip during the past 30 days	21.0	18.2	15.7	13.2	14.8	12.9	14.6
Used chewing tobacco, snuff, or dip on school property during the past 30 days	13.3	9.7	9.3	7.7	8.2	7.3	8.8
Smoked cigars, cigarillos, or little cigars during the past 30 days		20.4	14.8	14.1	17.6	15.5	17.8
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	31.3



Alcohol and Other Drug Use	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Had at least one drink of alcohol during their life	84.3	86.1	82.9	81.1	77.8	77.8	75.7
Had first drink of alcohol before age 13	38.8	33.4	35.1	30.4	27.8	25.9	24.0
Had at least one drink of alcohol during the past 30 days ("current")	59.0	57.6	54.1	49.5	48.6	46.5	42.8
Had five or more drinks of alcohol in a row during the past 30 days ("binge drink")	44.1	43.6	41.4	37.3	34.4	32.7	30.1
Among current users of alcohol, the percent who usually got the alcohol they drank from someone who gave it to them during the past 30 days						38.9	37.9
Had at least one drink of alcohol on school property during the past 30 days	8.4	7.2	6.9	6.7	6.4	5.7	5.1
Used marijuana during their life	45.1	45.0	46.7	43.9	41.7	39.1	42.2
Tried marijuana before age 13	9.7	11.8	12.3	11.0	11.2	9.5	9.7
Used marijuana during the past 30 days ("current")	26.9	25.5	27.1	23.1	22.3	21.0	23.1
Used marijuana on school property during the past 30 days	8.9	7.5	7.7	6.4	6.1	5.0	5.8
Used any form of cocaine during their life	9.6	9.8	9.4	8.7	9.5	8.3	7.2
Used any form of cocaine during the past 30 days ("current")	4.1	4.0	4.0	3.8	4.0	2.9	2.8
Used inhalants during their life	20.8	16.5	15.0	13.8	15.4	16.2	14.2
Used heroin during their life		2.8	4.0	3.2	3.6	2.5	3.0
Used methamphetamines during their life		13.5	12.6	9.3	8.3	4.6	3.1
Used ecstasy during their life				6.1	6.3	6.0	7.3
Took steroid pills or shots without a doctor's prescription during their life	4.2	4.1	5.3	4.7	4.4	2.8	3.9
Used a needle to inject any illegal drug into their body during their life	2.8	2.4	2.7	2.6	3.6	2.0	3.7
Were offered, sold, or given an illegal drug on school property during the past 12 months	34.6	30.0	29.5	26.9	25.3	24.9	20.7



<i>Sexual Behaviors</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Ever had sexual intercourse	45.9	42.5	43.9	43.6	43.6	45.7	47.6
Had sexual intercourse before age 13	6.5	5.3	5.3	5.9	5.1	5.1	5.7
Had sexual intercourse with four or more people during their life	15.5	12.1	13.8	14.0	13.1	13.7	16.0
Had sexual intercourse during the past three months ("current")	31.5	29.2	30.7	29.9	31.2	31.2	32.2
Drank alcohol or used drugs before last sexual intercourse	30.4	34.5	32.0	33.7	29.4	26.0	25.7
Currently sexually active and used a condom during last sexual intercourse	48.6	56.6	57.5	59.6	61.3	63.3	67.5
Currently sexually active and used birth control pills to prevent pregnancy before last sexual intercourse	21.6	20.1	23.1	24.1	23.8	23.4	27.4
Had ever been taught about AIDS or HIV infection	93.2	91.2	90.2	88.1	90.0	89.7	86.5

<i>Weight Management and Dietary Behaviors</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Were overweight (i.e., at or above the 85 th percentile but below the 95 th percentile for body mass index)		10.8	11.3	11.6	12.8	13.3	11.9
Were obese (i.e., at or above the 95 th percentile for body mass index)		6.2	6.1	8.1	9.3	10.1	10.4
Described themselves as slightly or very overweight	28.2	30.2	30.1	30.8	31.7	29.1	28.9
Were trying to lose weight	41.7	40.2	42.0	41.6	42.6	43.6	41.6
Exercised to lose weight or to keep from gaining weight during the past 30 days	53.2	58.0	60.1	60.2	59.7	61.4	61.6
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	38.4
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	10.8
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		7.2	7.2	6.7	5.9	6.3	5.8
Vomited or took laxatives to lose weight or to keep from gaining weight during the past 30 days	6.9	4.8	5.4	6.0	6.3	5.6	5.3



<i>Weight Management and Dietary Behaviors – continued.</i>	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Drank 100% fruit juices during the past seven days		85.1	83.4	81.7	81.3	82.2	80.0
Ate fruit during the past seven days		89.1	88.1	87.8	87.3	88.9	88.8
Ate green salad during the past seven days		76.2	74.8	72.3	71.9	70.4	71.4
Ate potatoes during the past seven days		80.0	78.5	77.1	73.1	73.8	72.9
Ate carrots during the past seven days		59.8	60.3	58.5	57.5	57.3	59.3
Ate other vegetables during the past seven days		87.5	87.3	85.2	84.7	85.0	84.6
Ate fruits and vegetables five or more times per day during the past seven days		19.5	19.4	16.7	17.0	17.1	18.4
Ate fruits two or more times per day during the past seven days							27.4
Ate vegetables three or more times per day during the past seven days							13.1
Drank a can, bottle, or glass of soda or pop one or more times per day during the past seven days						26.2	25.7
Drank three or more glasses per day of milk during the past seven days		27.1	25.5	22.5	21.5	18.7	18.8

<i>Physical Activity</i>	1997	1999	2001	2003	2005	2007	2009
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	46.0
Watched three or more hours per day of TV on an average school day		24.4	23.5	25.3	26.3	22.2	23.7
Played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day						16.2	17.9
Attended physical education (PE) classes on one or more days in an average week when they were in school	53.6	53.6	52.3	55.7	58.1	53.8	57.7
Attended physical education (PE) classes daily in an average week when they were in school	32.7	35.8	31.3	32.6	34.0	32.8	32.2
Played on one or more sports teams during the past 12 months		64.4	60.1	60.5	61.7	59.6	57.7



Asthma	1997	1999	2001	2003	2005	2007	2009
Percentage of students who . . .							
Had ever been told by a doctor or nurse that they had asthma					18.9	20.9	19.5
Had been told by a doctor or nurse that they had asthma and who still have asthma						11.1	10.4



EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

PRESENTATION: Montana Advisory Council on Indian Education Report

PRESENTER: Norma Bixby
MACIE Chair
Office of Public Instruction

OVERVIEW: Summary of September MACIE Meeting

MEETING TOPICS INCLUDED: HISTORY AND ROLE OF MACIE, SPECIAL EDUCATION, VIRTUAL ACADEMY, OPI INDIAN EDUCATION FOR ALL MATERIALS AND PROFESSIONAL DEVELOPMENT.

REQUESTED DECISION(S):

OUTLYING ISSUE(S):

RECOMMENDATION(S):

EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

PRESENTATION: Assessment Update

PRESENTER: Judy Snow, State Assessment Director
Office of Public Instruction

OVERVIEW: Brief Update

1. Assessment Conference
2. MontCAS Presents
 - a. Online class
 - b. Writing pilots

REQUESTED DECISION(S): Information

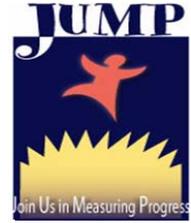
OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent



MontCAS
Montana Comprehensive Assessment System
October 2009 Newsletter

2009-2010 MontCAS Testing Windows

October 19 - November 20, 2009	English Language Proficiency (ELP), Grades K-12
February 9 - March 24, 2010	CRT-Alternate, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10, Science.
March 1 - March 24, 2010	CRT, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10, Science.



A Combined Assessment and 2010 MontCAS Test Administration Training Conference Featuring

Dr. Gerald W. Bracey, an international expert on educational research and statistics.

- Dr. Bracey will open the conference on Thursday, January 28 with a keynote address on understanding data and its use.

Information about Dr. Bracey can be found at the assessment conference link:

<http://www.opi.mt.gov/AssessConf/Index.html>

- January 28-29, 2010, Red Lion Colonial, Helena
- Sessions on assessment and data topics and training for the 2010 MontCAS test administration.
- Begins with registration and breakfast at 7:15 am on Thursday, January 28 and concludes after lunch at 1:30 pm on Friday, January 29.

- Breakfasts, lunches, and breaks will be provided.
- A block of rooms at a special rate at the Red Lion has been reserved. Please contact the Red Lion to make your reservation:
 - 406-443-2100 or www.redlion.com
 - The group code is ASSE0127 and must be included in your reservation to receive the conference rate.
- Early registration fee is \$60. After January 5, the registration fee is \$70.
- Please go online to register.
<http://www.opi.mt.gov/AssessConf/Index.html>
- Conference support is provided by Montana State University Conference Services Department. Please contact them at 406 994-3333 or stephanie.stratton@montana.edu with any registration questions.
- Refunds for registration must be requested in writing and received by January 14, 2010 for a refund of the registration fee, minus a \$25 administrative fee. No refunds will be approved for requests received after January 14, 2010.
- Montana educators are invited to submit proposals for presentations by December 20, 2009 at the following site:
<http://www.opi.mt.gov/AssessConf/Index.html>



FAME: Formative Assessment for Montana Educators is an online class presented by the Office of Public Instruction in partnership with UCLA/CRESST and Education Northwest.

- The class began in August and consists of presentation sessions, structured learning communities, and conversations within learning communities through online networks.
- The presentation sessions are recorded and posted online the Monday following each session. You may consider using these sessions and forming learning communities in your schools around them.
 - For more information, please contact Judy Snow, jsnow@mt.gov or 406-444-3656.
- Links to the recorded sessions, information about the class, and the syllabus are at the class site: <http://www.opi.mt.gov/Assessment/Heritage.html>

Online Writing Programs

- Four online writing programs for formative assessment are being piloted in Montana schools in the 2009-2010 school year. These pilots are presented by the Office of Public Instruction in partnership with the Board of Public Education.



- The purpose of the pilots is to determine their usefulness in formative assessment for writing.
- The pilot projects include professional development, immediate feedback for students and teachers, and strategies to improve writing.
- The year-long project includes 521 students in grades 5-9 in ten Montana schools.
- The schools in the pilot program will collaborate on a final report to be presented to the Board of Public Education in July 2010.
- Representatives from the participating schools will take part in a panel discussion during the November 5, 2009 FAME presentation. That presentation will be posted online on Monday, November 9 on the class site:
<http://www.opi.mt.gov/Assessment/Heritage.html>
- In addition, representatives from the participating schools and the programs will present a demonstration and panel discussion at the January 28-29, 2010 assessment conference.

Test Coordinator Information

If your system has a new test coordinator this school year, please contact the Office of Public Instruction assessment staff with updated contact information. Please provide the test coordinator's name, email address, phone number, shipping address, and mailing address. OPI assessment staff contact information is at the end of this newsletter. Test Coordinator Information is also collected with schools' data during the OPI's Annual Data Collection (ADC).



CRT and CRT-Alternate



Planning Ahead for Special Needs

Fall is the time of year to review IEPs, determine accommodations that will be used in classroom and assessments, register students for the CRT-Alternate, and order Braille and large-print versions of the CRT.

IEPs and Accommodations

Thanks to Frank Podobnik, OPI Division of Special Education for contributing to the following information.

Each student with a disability must have in place an IEP or 504 plan which describes how the student will participate in the annual statewide assessment. All students with disabilities must participate in the statewide assessment if they are in grades 3 through 8 or grade 10. Most students with disabilities will participate in the CRT using no accommodations or using the standard accommodations available to all students. A few students, because of their unique needs, will take the CRT using non-standard accommodations. It is important for special education case managers to review the IEP determinations for all students with disabilities to ensure that the appropriate accommodations will be available during the testing window for each student.

- The *CRT Test Coordinator's Manual* and *Accommodations Manual* describe the various types of standard and non-standard accommodations which are available for students during the testing. Keep in mind that the specific accommodations to be used with a student with disabilities must be determined by the IEP or 504 Plan team. The following guidelines apply to all situations in which accommodations are used.
- It is important that the accommodations used during the testing session reflect the strategies that are used with the student on a daily basis. This means the types of accommodations listed for the student's test participation should be the same types of accommodations that are used with the student in the classroom setting.
 - It does no good to apply an accommodation for the testing session that has not been shown to be helpful to the student previously or to which the student is not routinely accustomed.
 - The testing setting is not the place to introduce new strategies to the student. It will not help the student perform, will not lead to valid test results, and could be a disadvantage to the student.
- The *Accommodations Manual* for the 2010 CRT will be sent to all systems in February 2010 and discussed at the 2010 assessment conference. The approved accommodations will remain the same; however, more specific clarification of some accommodations will be included. For clarification about accommodations for IEP or other students prior to February, please contact Karen Richem (krichem@mt.gov or 406-444-0748) or Judy Snow (jsnow@mt.gov or 406-444-3656).



Registration for the CRT-Alternate

A very small percentage of the population will be administered the CRT-ALT. This form of the CRT is only available to students who have an IEP and who meet the criteria as a student with a significant cognitive disability.

The case managers need to notify the system test coordinator as soon as possible of the students at each grade level that need to be administered the CRT-ALT. The materials for the CRT-ALT take time to produce, and it is important that this task is not put off until the last minute.

On page 5 is a table with the registration windows for students eligible for the CRT-Alternate. It is extremely important that you register students currently enrolled in the first window. After December 1, the windows are specifically for students newly enrolled in your schools.

- Registering your currently enrolled students who are eligible for the CRT-Alternate is essential for the production of the materials kits and other test administration materials and for teacher preparation with the materials.
- All students who are eligible for the CRT-Alternate must be registered for the 2010 administration including students who have been registered for and taken the CRT-Alternate in previous years.

→ Guidelines for eligibility for the CRT-Alternate are online at <http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/09CRTAltGuidance.pdf>

Registration Windows

October 12 - December 1, 2009	For students currently enrolled in your school
January 4 - January 15, 2010	For students who enroll in your school after December 1, 2009
After January 15, 2010	For students who enroll after January 15, 2010, please contact Judy Snow 406-444-3656 jsnow@mt.gov

Registration Details

New This Year

- Rosters of registered students can be printed at the registration site.
- Rosters of registered students can be viewed, deleted, or edited until the deadline.
- Roster information can be sorted before printing.

Other Details

- To access registration, use the MARS user name and password for your system.
<http://iServices.MeasuredProgress.org>
- Select "Montana" or "Montana Alternate Assessment"
- Full instructions are at the following link:
<http://www.opi.mt.gov/pdf/Assessment/CRT/TA/10AltRegInstruc.pdf>



Braille Versions of the CRT

- The CRT is available in a Braille version, but because it is a lengthy process to produce the Braille version, all orders for it must be complete by November 5, 2009.
- Please check with your Special Education Directors/teachers and schools to determine if you have a student (s) in your system who requires the Braille version in grades 3 - 8 or 10.
- **Order deadline: November 5, 2009.** Please contact Gayle Allen at OPI (406-444-3511 or gallen2@mt.gov) with the following information: state student ID, grade, school, number of copies for each. We do not need the name of the student.



Large Print Versions of the CRT

- System test coordinators order the large print versions online
<http://iservices.measuredprogress.org>
 - Choose Montana and click Enter
 - Choose "Order Large Print Test Booklets"
- You will need state student ID, grade, and school for each student requiring the large print version.
- **Order deadline: January 22, 2010.**

CRT and CRT-Alternate Spring 2009 Results

Reading and Math results for grades 3-8 and 10 and Science results for grades 4, 8, and 10 are posted on MARS on the secure Measured Progress site: <http://iServices.MeasuredProgress.org>



- To access the results, choose "Montana" or "Montana ALT".
- Use your MARS user name and password.
- An introduction and review webinar of MARS is online <http://connect.opi.mt.gov/p54135371/>
- The form to request additional MARS training is also online. You may request online as well as on site training. <http://www.opi.mt.gov/PUB/PDF/Assessment/Forms/TrainRqst.pdf>

Printed Parent/Student Reports and cumulative file labels for Reading and Math in grades 3-8 and 10 and Science in grades 4, 8, and 10 were mailed to System Test Coordinators September 9.

- Please distribute these in a timely manner (by October 31, 2009).
- In the shipment are letters to accompany the Parent/Student Reports for students who participated in the CRT with a nonstandard accommodation (s).
 - Please copy the letter as needed and send it **ONLY** with reports that include the section symbol (**§**) indicating a nonstandard accommodation (s). If a report has this symbol, the letter should accompany the report home.
 - Please **do not** send the letter with all reports. Thank you.

2009 CRT and CRT-Alternate Interpretive Guide

- Hard copies of the *Guide* were included in the mailing. It is also online: <http://www.opi.mt.gov/Assessment/Phase2.html#Interp>

CRT Test Development Events



You are invited and encouraged to nominate yourself and/or others to participate in these sessions in Helena.

- Training is included at each session
- Lodging is provided for participants living 90 miles or more away from Helena. In addition, mileage, meals not provided during the sessions, and substitute pay are reimbursed. For the June meetings, honoraria are provided. Renewal units are also available.
- The table on page 7 lists events for April and June 2010.
- We look forward to hearing from you soon. Nomination is online at the following link:

<http://iservices.measuredprogress.org/Default.asp?ProgramID=11&submit1=Enter>

Date	Test Development Events
April 12, 2010	CRT Item Bias Review: Montana educators review the 2011 field test items for bias and sensitivity issues. Reading and Math, Grades 3-8 and 10 Science, Grades 4, 8, and 10
April 13-14, 2010	CRT Item Content Review: Montana educators review the 2011 field test items for their content, alignment to Montana standards, and depth of knowledge. Reading and Math, Grades 3-8 and 10 Science, Grades 4, 8, and 10
June 29-30, 2010	Final item statistical review for the 2011 operational CRT. Reading and Math, Grades 3-8 and 10 Science, Grades 4, 8, and 10

English Language Proficiency Assessment (ELP)

2009-2010 ELP Materials/Training Schedule

Please contact Karen Richem if you have any questions: krichem@mt.gov or 406-444-0748

September 14 - October 16, 2009	System Test Coordinators provide training for test administrators.
September 1 - October 16	Schools enter enrollment and program participation data for all students in AIM System during AIM Beginning of Year Collection. To receive testing labels, please enter and verify LEP students.
October 5, 2009	Questar ships testing materials to System Test Coordinators.
October 19-November 20, 2009	English Language Proficiency (ELP) Testing Window
October 30, 2009	OPI sends Questar the list of students identified as LEP in AIM so Questar can print barcode labels for the students. AIM must be updated no later than October 29, 2009 in order to receive barcode labels for students.
November 9, 2009	Questar mails barcode labels to systems (2 nd day delivery).
December 4, 2009	Deadline for systems to ship testing materials to Questar.
February 2010	Questar ships reports to System Test Coordinators

Other Important Information



Schools Needed to Participate in Grant Pilot Test

With your help and a grant from the United States Department of Education, the Office of Public Instruction is studying assessments based on modified achievement standards.

The project, researching a scaffolded online test, is intended to improve state tests by identifying aspects that can be adapted for students with IEPs who are eligible for a Criterion Referenced Assessment based on Modified Academic Achievement Standards (CRT-M, the “2% option”).

We think you will be excited about the opportunities this format provides for students with IEPs who struggle with the general assessment. The Measured Progress site (<http://iservices.measuredprogress.org/>) will provide you with an opportunity to indicate your system/schools’ interest in participating in the pilot test.

- Students (both IEP and a random sample of general education) will take the test on computers.
- The tests are in Reading and Math in grade 7 and Math in grade 8.
- Each test consists of three sessions, and it is anticipated that students will need approximately 30-60 minutes per session – approximately 90-180 minutes per test.
- Each student will take only one test.
- Participation Incentives
 - Your school will contribute to the decisions that the OPI will make to determine the best way to address the needs of students with disabilities in MontCAS.
 - Headphones will be provided for each participating student. The school may elect to keep them or give them to participating students.
 - Each school will have the opportunity to be entered into a drawing for one of four computers. Winners will be announced after participation of general and eligible IEP students is confirmed at the end of the test administration window.

Important dates

October 9 -27, 2009	Schools indicate an interest to participate at http://iservices.measuredprogress.org/
October 27- November 18, 2009	Student registration window; A list of students (with IEPs and in general education) will be posted for schools or systems to access using their MARS user names and passwords at http://iservices.measuredprogress.org
November 18, 2009	Deadline for parents to request removal of their child from the pilot test. OPI and Measured Progress will provide letters for parents.
January 6-February 26, 2010	Test Administration Window



This is an opportunity to build a bridge between research and classrooms. We hope you will consider this important pilot and access more details which are online in both a memo and webinar format at:

<http://www.opi.mt.gov/assessment/SpecProj.html>

If you have any questions, please contact Judy Snow, jsnow@mt.gov or 444-3656.

Thank You



Testing Contractor Contact Information

The CRT and the CRT-Alternate – Measured Progress, Inc.

Dan Verdick, Montana CRT Program Manager

dverdick@measuredprogress.org or 800-431-8901 x2220

Nancy Hall, Montana CRT Program Assistant

nhall@measuredprogress.org or 888-792-2741

Danielle Hornsby, Montana CRT Program Assistant

hornsby.danielle@measuredprogress.org or 888-792-2741

Lynn Albee, Montana CRT-Alternate Program Manager

albee.lynn@measuredprogress.org or 800-431-8901x2309

Kevin Froton, Montana CRT-Alternate Program Assistant

kfroton@measuredprogress.org or 800-431-8901x2196

The English Language Proficiency (ELP) Assessment – Questar Assessment Inc.

BJ Vickery, Program Manager

bjvickery@questarai.com or 888-854-9596

OPI Assessment Staff

Gayle Allen, Administrative Specialist, gallen2@mt.gov, 406-444-3511

Karen Richem, Assessment Specialist, krichem@mt.gov, 406-444-0748

Judy Snow, State Assessment Director, jsnow@mt.gov, 406-444-3656

FAX: 406-444-0743



EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

- PRESENTATION:** Federal Programs Update
- PRESENTER:** Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction
- OVERVIEW:** The presentation will include a schedule for the determination of Adequate Yearly Progress for Montana schools and districts in July and August, 2010. In addition, information will be provided concerning a recently awarded grant to the Office of Public Instruction from the U.S. Department of Education for the Early Reading First Program.
- REQUESTED DECISION(S):** None. The presentation is informational.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

2009 Timelines for Adequate Yearly Progress and Assessment Data

2009 Dates	Tentative 2010 Dates	Task	Rank
February 27, 2009 - April 3, 2009	Oct. 26, 2009 - December 7, 2009	Effectiveness Report Window	1
April 17, 2009	December 2009	Effectiveness Report Scoring	2
April 20, 2009	Last Possible date March, 2010	M&A receives Effectiveness Report review scores from Accreditation Division & QA Completed	3
January 2009 - February 2009	October - November 2009	Amendment Requests Data Runs for AYP Leadership Squad	4
	November 16, 2009	Year End (2008-2009) Snapshot (dropout/graduate counts finalized)	
December 1, 2008	November 30, 2009	OPI sends MP Test Coordinator/shipping and fall enrollment file to MP	5
	November - December 2009	Rewrite Access Reports to Crystal Reports	6
	December 2009	Graduation Rate for 2008-2009 programmed and calculated	7
	November 2009 - May 2010	Ongoing notification to districts/schools on Final Snapshot date of May 10, 2010 (jump newsletter, AIM calendar, seminars, etc.	8
January 15, 2009	January 15, 2010	Submit amendment to MT Accountability Workbook to USED	9
January 28 - 29, 2009	January 28 - 29, 2010	Verify data for testing labels due on Feb. 2, 2010	10
Jan - May 2009	January - March 2010	Programming and testing of Small Schools Accountability Process (SSAP)	11
Jan - May 2009	January - March 2010	Programming and testing for Calculated Process	12
February 3, 2009	February 2, 2010	Data to MP for barcode labels	13
February 10 - March 25, 2009	February 9 - March 24, 2010	CRT-Alternate Test Window	14
March 2 - March 25, 2009	March 1 - March 24, 2010	CRT Test Window	15
March 2 - March 27, 2009	March 1 - March 26, 2010	AIM Program Participation Collection	16
	March 9 - March 26, 2010	Test Window Attendance Collection	17
March 10, 2009	March 9, 2010	COUNT DATE	18
March 27, 2009	March 30, 2010	Last day for districts to return answer documents to Measured Progress	19
April 27, 2009	April 20, 2010	OPI receives scanned data file from MP	20
May 4, 2009	April 27, 2010	OPI returns scanned data file to MP with final discrepancies in Student ID completed	21
April 27 - May 4, 2009	April 20 - May 10, 2010	OPI performs QA work to resolve discrepancies	22
May 11, 2009	May 10, 2010	OPI sends MP FINAL SCANNED DEMOGRAPHIC FILE	23
June 17, 2009	May 10, 2010	Final Snapshot of AIM	24
Mid May	Mid May	Letters to districts--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification	25
June 2, 2009	June 1, 2010	OPI receives final CRT data from Measured Progress Math/Reading/Science	26
June 2, 2009	June 1, 2010	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)	27
June 4, 2009		OPI receives final approval of accountability workbook from U.S. Department of Education	28
June 5 - 23, 2009	June 1 - 11, 2010	Small Schools Accountability and Calculated Process on-going data verification/validation	29
June 12 - 15, 2009	June 4, 2010	1% Rule to Special Ed	30
June 23 - 27, 2009	June 11, 2010	Small Schools Accountability Process data compiled for setting of threshold	31
July 1 - 3, 2009	June 14, 2010	Set threshold for Small Schools Accountability Process (Leadership Team Meeting)	32
July 13 - 17, 2009	June 14 - 16, 2010	Final QA completed for Calculated Process data, programming	33
July 20 - 22, 2009	June 15 - 16, 2010	QA and Compile Small Schools Accountability AYP Report	34
July 20 - 22, 2009	June 16, 2010	Calculated Process reports	35
July 23, 2009	June 16, 2010	Leadership Team to review summary report of made/did not make	36
July 24, 2009	June 16, 2010	M&A to update proposed AYP determinations summary reports for OPI leadership	37
July 27 - 29, 2009	June 18 - 19, 2010	Proposed AYP determinations are printed and mailed to schools/districts	38
		Districts have 10 working days of printed Proposed Report to file an appeal	39
August 12, 2009	July 3, 2010	Deadline for schools/districts to letter requesting review of AYP determination to OPI	40
Early August	Early July	Letters to districts--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification	41

2009 Timelines for Adequate Yearly Progress and Assessment Data

<i>2009 Dates</i>	<i>Tentative 2010 Dates</i>	<i>Task</i>	<i>Rank</i>
July 30 - August 29, 2009	June 21 - July 22, 2010	30 day LEA review and appeals process	42
	July 23, 2010	AYP Leadship meeting to determine appeals	43
August 29 - August 31, 2009	July 27, 2010	Final AYP determinations printed and mailed to schools/districts	44
August 31, 2009	July 28, 2010	M&A to update final AYP determinations summary reports for OPI leadership	45
September 4, 2009	August 2, 2010	Public release of AYP results and data	46
September 4, 2009	August 2, 2010	NCLB Web Report Card data updated and made public	47
September 4, 2009	August 2, 2010	a. Adequate Yearly Progress	48
September 4, 2009	August 2, 2010	b. Improvement Status	49
September 4, 2009	August 2, 2010	c. Attendance, Graduation & Enrollment	50
Within two weeks of Public Report	August 2, 2010	d. Academic Indicator by Grade & Subject	51
Within two weeks of Public Report	August 2, 2010	e. 2 Year Trend Analysis	52
Within two weeks of Public Report	August 2, 2010	f. IRIS Reports	53
October - November 2009	August 2010	Analysis of 2009-10 AYP determinations and data	54
September-October, 2009	September-October, 2010	EDEN reporting for assessment and AYP data	55

EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

PRESENTATION: National Common Core State Standards Initiative Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

Steve Meloy
Executive Secretary
Montana Board of Public Education

Patty Myers
Chair
Montana Board of Public Education

Dan Villa
Gov. Schweitzer's Education Policy Advisor

OVERVIEW: The presentation will include information received at the Common Core State Standards Adoption Summit held October 30, 2009. The summit is sponsored by the Council of Chief State School Officers, the National Governors Association Center for Best Practices, and the National Association for State Boards of Education.

The presentation will also include information placed on the Office of Public Instruction Web site concerning the initiative.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



September 29, 2009

A second draft of the College and Career Readiness Standards has recently been released from the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The standards are available to view <http://www.corestandards.org/Standards/index.htm>. The NGA and CCSSO are requesting public feedback that is supported by research and evidence by October 21, 2009.

This summer, the Office of Public Instruction (OPI) staff, in conjunction with a panel of secondary educators and university professors, extensively reviewed the first draft of the National Common Core Standards, the College and Career Readiness Standards, for mathematics and English language arts. These reviewers included educators who have been involved in the standards revision process in Montana and are respected members of the Montana education community. On July 31, 2009, a summary of the review panel's comments was sent to Gene Wilhoit, Executive Director CCSSO.

The summary included concerns about specific aspects of the document. The entire document is available on the Office of Public Instruction Web site <http://opi.mt.gov/CCSSO/index.html>.

The following are taken from the Montana comments:

- There is an omission of any recognition of any or all culture; specifically the cultural heritage of Montana American Indians.
 - Culture is not incorporated into the second draft.
- These readiness standards must realistically address career readiness. These readiness standards appear to be a "sorter" of students; academia versus the world of work.
 - There is a resonating need for the second draft to address this comment. The standards need to be written for all Montana students regardless of the path they choose after completing high school.
- The College and Career Readiness Standards for Mathematics are not a balanced set of concepts, emphasis on Algebra.
 - Critical concepts for finance, medicine, and other areas for workforce are deficient.

The review team's comments were not all addressed in the recently released second draft document. Our Nation deserves quality readiness standards created through a more inclusive K-16 process. The NGA and CCSSO's process of creating standards, although researched and evidence-based, is not as transparent as Montana Standard's development process. The OPI looks forward to a set of K-12 standards that are rigorous and challenging as well as attainable to all students.

There are two pieces that clarify the question about adopting these standards. First, the Memorandum of Agreement signed by Superintendent Juneau and Governor Schweitzer states, "This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and Mathematics."

Second, the Board of Public Education (BPE) Statement of Purpose outlines a required process for standards development. It is the BPE's responsibility to adopt the content standards for Montana. The BPE's Statement of Purpose follows:

1. Use the existing Montana Standards Framework --current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for work place and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Education Northwest, School Redesign Network, Understanding By Design, Effective Schools Research, etc.;
7. Consider comments from professional education associations;
8. Consider comments from tribal and school district educators;
9. Consider recommendations from Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

Therefore, Montana will proceed with the implementation of the Montana Content Standards process. The Mathematic Content Standards were adopted by the Board of Public Education in September 2009. The Communication Arts Standards are in the final stages of revision and will begin the adoption process later this fall.

The National Draft College and Career Readiness Standards are the foundation for the next phase of the national initiative to develop a set of K-12 standards to be released by January 2010. The Office of Public Instruction will conduct a thorough analysis of the K-12 standards for mathematics and English language arts. The OPI will gather comments from educational stakeholders to provide an informed recommendation to the Board of Public Education to ensure that every child graduates with the knowledge and skills necessary for success in the 21st century global society.

The Office of Public Instruction encourages you to submit your comments supported by research and evidence. The survey link can be found [CCSSI Feedback Survey](#) or at <http://opi.mt.gov/CCSSO/index.html>.

Written by:

Kris Goyins
Communication Arts Specialist
Montana Office of Public Instruction

Jean Howard
Mathematics Specialist
Montana Office of Public Instruction

OPI Contact:

Nancy Coopersmith
Assistant Superintendent
Montana Office of Public Instruction



Education and Local Government Interim Committee

61st Montana Legislature

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JEREMY GERSOVITZ, Staff Attorney
CLAUDIA (CJ) JOHNSON, Secretary

AGENDA

Education and Local Government Committee

October 1-2, 2009

Room 137, State Capitol

Thursday, Oct. 1

- 1:00 **Call to order, roll call, approval of June 30 written minutes**
- 1:05 **Review agenda and work plan chart** - Leanne Heisel
- 1:10 **TIF manual** - Leanne Heisel
- 1:30 **Historic Preservation study - overview, background**
- ▶ Current funding structure, statutes - Leanne Heisel
 - ▶ HB 645 Montana Recovery Act historic preservation grants - Dave Cole, Community Development Division Administrator, Department of Commerce
 - ▶ Historic preservation background, projects - Chere Jiusto, Montana Preservation Alliance; Mark Baumler, State Historic Preservation Office; Arni Fishbaugh, Montana Arts Council
- 2:15 **HB 645 Local Government Grant Program** - Dave Cole, DOC
- 2:30 **Budgeting timeline project** -- report from Sen. Gebhardt, Rep. McClafferty, Harold Blattie
- 2:40 **Wildland Fire and Wildland-Urban Interface** - Leanne Heisel and Jeremy Gersovitz
- ▶ DNRC's WUI guidelines and rulemaking process
 - ▶ EQC's discussion
 - ▶ Jeremy Gersovitz's email to committee regarding local access to federal land
- 3:00 **Rural-Urban gap** - Dr. Bill Bryan, Rural Landscape Institute
- 4:00 **Interim zoning**
- ▶ Interim zoning and private property rights - Jeremy Gersovitz
 - ▶ Perspectives on interim zoning - Glenn Opiel, Montana Association of Realtors; Tim Davis, Montana Smart Growth Coalition; Harold Blattie, Montana Association of Counties
- 4:30 **Public comment**
- 5:00 **Recess**

EXECUTIVE SUMMARY
DATE: NOVEMBER 2009

PRESENTATION: Update on Accreditation On-Site Visits of Professional Education Units

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) provides to the Board of Public Education (BPE) the schedule of the 2008-2013 on-site accreditation visits of Montana's Professional Education Units. The OPI conducts on-site accreditation reviews of the nine units on a seven-year cycle. In addition to these regular on-site reviews, the OPI facilitates reviews for other purposes, e.g., technical assistance, follow-up, focused and new program reviews. The Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual is included in the BPE packet of materials. To find the electronic copy of the PEPPS use the OPI Web site link www.opi.mt.gov/Accred .

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information

**MONTANA PROFESSIONAL EDUCATION UNITS
ACCREDITATION REVIEW SCHEDULE 2008-2013**

October 2009

UNIT	PREVIOUS REVIEW	2008-2013 SCHEDULE
UNIVERSITY OF MONTANA - WESTERN	Joint NCATE/STATE – 2002	Joint NCATE/STATE – 2008
MONTANA STATE UNIVERSITY - BOZEMAN	Joint NCATE/STATE – 2001	State Review – 2008 State Review – Focus November 9-10, 2009 TEAC Audit – Spring 2010
MONTANA STATE UNIVERSITY - NORTHERN	State Review – 1999 NCATE – 2001	State Review November 15-18, 2009
ROCKY MOUNTAIN COLLEGE	State Review – 2005	State Review – New Program April 5-6, 2010
MONTANA STATE UNIVERSITY - BILLINGS	Joint NCATE/STATE – 2002	Joint NCATE/STATE April 10-14, 2010
SALISH KOOTENAI COLLEGE	Initial State Review – 2007	State Review – Initial Follow-up April 20-21, 2010
CARROLL COLLEGE	State Review – 2003	State Review – 2011
UNIVERSITY OF GREAT FALLS	State Review – 2005	State Review – 2012
UNIVERSITY OF MONTANA – MISSOULA	Joint NCATE/STATE – 2005	Joint NCATE/STATE – 2012
ROCKY MOUNTAIN COLLEGE	State Review – 2008	State Review – 2013

**MONTANA PROFESSIONAL EDUCATION UNITS
ACCREDITATION REVIEW SCHEDULE 2008-2013**

University of Montana-Western	2008
Montana State University-Bozeman	2008
Montana State University-Northern	2009
Montana State University-Billings	2010
Salish Kootenai College	2010
Carroll College	2011
University of Montana-Missoula	2012
University of Great Falls	2012
Rocky Mountain College	2013

EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

RESENTATION: Quality Educator Loan Assistance

PRESENTER: Madalyn Quinlan
Chief of Staff
Office of Public Instruction

OVERVIEW: Section 20-4-501 through 506, MCA provides for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction will report, and recommend for board adoption, a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas.

REQUESTED DECISION(S): Adoption of the Critical Quality Educator Shortage Areas report. The report will then be used to establish eligibility for the quality educator loan assistance program in the spring of 2010.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New)	NOTICE OF PUBLIC HEARING ON
Rule I and amendment of ARM)	PROPOSED ADOPTION AND
10.57.102, 10.57.201, 10.57.204,)	AMENDMENT
10.57.215, 10.57.301, 10.57.413,)	
10.57.420, 10.57.425, 10.57.426, and)	
10.57.437 pertaining to educator)	
licensure)	

TO: All Concerned Persons

1. On November 9, 2009, at 9:00 a.m., the Board of Public Education will hold a public hearing in the conference room of the Office of Public Instruction Building, at 1201 11th Avenue, Helena, Montana, to consider the proposed adoption and amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 30, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, Montana, 59620-0601, telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Dual credit instructors must qualify for licensure and endorsement under one of the following categories:

(a) Class 1 professional or Class 2 standard license according to ARM 10.57.410, 10.57.411, and 10.57.412;

(b) Class 4 career and technical license according to ARM 10.57.420 and 10.57.421; or

(c) Class 8 dual credit-only postsecondary license according to ARM 10.57.437 and this rule.

(2) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, English, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, speech-communication, speech-drama, technology education, trade and industry and world languages.

(3) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the postsecondary institution under the policies set

forth in ARM 10.57.102(10) to teach specific courses not covered by the K-12 endorsement areas in (2), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

4. The board proposes to amend the following rules, new matter underlined, deleted matter interlined:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) through (10)(b)(iii) remain the same.

(c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit-only postsecondary faculty pursuant to ARM 10.57.437 and [New Rule I] is limited to teaching dual credit courses in their endorsed area to Montana high school students.

(11) through (22) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) Teacher, specialist, or administrator licenses are may be issued by the Superintendent of Public Instruction to applicants who submit acceptable evidence of successful completion of an accredited professional educator preparation program.

(2) through (4) remain the same.

(5) Applicants for an initial Class 6 license licensure who meet relevant sections of ARM 10.57.433, 10.57.434, and 10.57.435 may be licensed as appropriate. Those whose degree is more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits within the five-year period preceding the effective date of the license.

(6) Applicants for initial Class 4 licensure who have a current career and technical license from another state in an area that can be endorsed in Montana shall be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training as required under ARM 10.57.420 and 10.57.421.

(7) remains the same.

(8) Applicants for initial Class 7 Native American language and culture licensure who meet the requirements of ARM 10.57.436 may be licensed as appropriate.

~~(8)~~ (9) Applicants for initial Class 8 dual credit-only postsecondary faculty licensure shall meet requirements of ARM 10.57.437 and [New Rule I].

(9) remains the same but is renumbered (10).

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.204 EXPERIENCE VERIFICATION (1) remains the same.

~~(2) When teaching experience is required for a new license or endorsement, the majority of the experience required must be obtained in a school organization consistent with Montana's K-12 pattern.~~

~~(3) When experience is required for a new license or endorsement, experience gained prior to basic eligibility for initial licensure is not considered.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.215 RENEWAL REQUIREMENTS (1) Requirements for renewal of Montana educator licenses are as follows:

(a) Class 1 and 3 licenses require 60 renewal units;

(b) through (d) remain the same.

(e) Class 5 licenses cannot be renewed;

(e) through (g) remain the same but are renumbered (f) through (h).

(2) through (7) remain the same.

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) remains the same.

~~(2) Licenses are endorsed~~ Endorsements are granted by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of preparation based on the college program completed.

(3) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) through (3) remain the same.

(4) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(4) remains the same but is renumbered (5).

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) through (2)(c) remain the same.

(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421.

(3) through (4)(a)(ii) remain the same but are renumbered (4) through (5)(a)(ii).

(b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework earned during the five-year period preceding the

validation date of the new license in the following areas:

(i) through (viii) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY LEVEL

(1) remains the same.

(a) ~~meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(15) a bachelor's degree;~~

(b) through (d) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE LICENSE – SECONDARY LEVEL

(1) remains the same.

(a) ~~meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(14) a bachelor's degree;~~

(b) through (d) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE (1) through (3)(b) remain the same.

(i) Applicant has earned a major or minor or the equivalent in one of the endorsable teaching areas as set forth in ARM 10.57.304 [New Rule I]; and

(ii) through (6) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

5. REASON: During the Board of Public Education meeting on March 13, 2009, the board adopted changes to Title 10 chapter 57 of the Administrative Rules of Montana, as recommended by the Chapter 57 Review Team. The review team convenes every five years as required by ARM 10.57.101 to conduct a comprehensive review of the entire chapter. In implementing those recommended changes, the OPI Educator Licensure Division discovered omissions and clerical errors in administering the new rule. The adoption of New Rule I and the amendment of rules in chapter 57 is presented to correct those omissions and errors. No significant changes are requested to most of the chapter. However, with the implementation of the Class 8 Dual Credit-only Postsecondary Faculty License, two difficulties arose with regard to (1) endorsement of faculty who are highly specialized in their field of study, and (2) those faculty members teaching in career and technical fields, e.g. health occupations. Changes to the Class 8 language will allow licensing in these areas and create additional dual credit opportunities for Montana's students.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov, and must be received no later than 5:00 p.m., November 12, 2009.

7. Steve Meloy, Executive Secretary of the Board of Public Education has been designated to preside over and conduct this hearing.

8. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 6 above or may be made by completing a request form at any rules hearing held by the board.

9. An electronic copy of this Proposal Notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the Notice conform to the official version of the Notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the Notice and the electronic version of the Notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

/s/ Steve Meloy

Steve Meloy
Rule Reviewer

/s/ Patty Myers

Patty Myers
Chairperson
Board of Public Education

Certified to the Secretary of State October 5, 2009.

EXECUTIVE SUMMARY
DATE: NOVEMBER 2009

PRESENTATION: Recommend approval of Notice of Public Hearing and Timeline relating to Admin. R. Mont. 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653, Communication Arts Content Standards and Performance Descriptors.

PRESENTER: Kris Goyins, Communication Arts Curriculum Specialist
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) provides to the Board of Public Education the Notice of Public Hearing and Timeline relating to the K-12 Communication Arts Content Standards and Performance Descriptors. This presentation includes final process for comments, review and editing, areas of focus and resulting documents. Attached are the draft Notice of Public Hearing and Timeline, "user-friendly" K-12 Communication Arts Content Standards and Performance Descriptors.

REQUESTED DECISION(S): Approval of Notice of Public Hearing and Timeline relating to Admin. R. Mont. 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653 Communication Arts Content Standards and Performance Descriptors

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

COMMUNICATION ARTS TIMELINE

October 15, 2009

- Proposed notice to BPE Nov. 12-13, 2009
- Proposed notice to SOS for notice in MAR Nov. 16 2009
- MAR publication out Nov. 25, 2009
- Hearing dateAfter Dec. 16, 2009
- Final Public Input deadline Dec. 23, 2009
- Adoption Notice to BPEJan. 7-8, 2010
- Adoption notice to SOS for notice in MARJan. 19, 2010
- MAR publication outJan. 28, 2010
- Effective Date of RulesJan. 29, 2010



November 2009

Cost Analysis for Implementation of Content Standards and Performance Descriptors Communication Arts

Assumptions

1. The Board of Public Education has established a five-year cycle of revision for the Montana Content Standards and Performance Descriptors. In 2010, the Board of Public Education will adopt revisions to the Communication Arts content standards and performance descriptors. The revised standards will replace the previous standards for Communication Arts.
2. ARM 10.55.603 (1) requires local school districts to "incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally."
3. ARM 10.55.603(2)(b) requires school districts to "review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the [district's] five-year comprehensive education plan. ..." ARM 10.55.603(2)(c) requires school districts to "at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan."
4. The revised content and performance standards include benchmarks for performance (what a student should know and be able to do) at the end of grades 4, 8 and upon graduation. The rules also include performance descriptors, which describe for the benchmark grades the level of attainment that is expected of a student at each of the performance levels: advanced, proficient, nearing proficiency and novice.
5. For the 2009-10 school year, the Communication Arts Curriculum Specialist at the Office of Public Instruction (OPI) will work with Montana educators on developing model curricula for use by school districts. The Office of Public Instruction has developed a dissemination plan for providing regional training to educators in the five regional educational service areas used by the OPI and the K-12 community. The dissemination plan uses a "train-the-trainer" model.
6. School systems will not need to hire additional staff to implement the content standards and performance descriptors for Communication Arts. Within each school system, teachers, administrators and specialists work together in a cooperative effort to align, review and update the district curriculum with the content standards and performance descriptors on a regular basis.
7. The Montana Legislature appropriated funding to the OPI to provide regional trainings and forums on local curriculum development for school personnel. This funding supports training, materials, and facility rentals for the training. School districts are expected to draw from their existing resources to fund the travel costs and substitute pay that are associated with attending training outside of the school district (as they do for any curriculum area).
8. A school district may elect to change its instructional materials and supplies in accordance with the curriculum changes that the district adopts to align with the revised standards. The expenses associated with materials and supplies would not be over and above the amount that a district currently spends to support its Communication Arts curriculum.
9. The revised standards for Communication Arts are not projected to increase school district costs or expenditures.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New)	NOTICE OF PUBLIC HEARING ON
Rules I through New Rule XVI, the)	PROPOSED ADOPTION,
amendment of ARM 10.54.3610)	AMENDMENT, AND REPEAL
through 3613, 10.54.3620 through)	
10.54.3623, 10.54.3630 through)	
10.54.3633, 10.54.3640 through)	
10.54.3653, and the repeal of ARM)	
10.54.3010 through 10.54.3013,)	
10.54.3020 through 10.54.3023,)	
10.54.3030 through 10.54.3033,)	
10.54.3040 through 10.54.3043,)	
10.54.3050 through 10.54.3053,)	
10.54.3087 through 10.54.3098,)	
10.54.3210 through 10.54.3213,)	
10.54.3220 through 10.54.3223,)	
10.54.3230 through 10.54.3233,)	
10.54.3240 through 10.54.3243,)	
10.54.3250 through 10.54.3253,)	
10.54.3287 through 10.54.3298,)	
10.54.3410 through 10.54.3413,)	
10.54.3420 through 10.54.3423,)	
10.54.3430 through 10.54.3433,)	
10.54.3440 through 10.54.3443,)	
10.54.3450 through 10.54.3453,)	
10.54.3460 through 10.54.3463,)	
10.54.3487 through 10.54.3498,)	
10.54.3687 through 10.54.3698,)	
10.54.3810 through 10.54.3813,)	
10.54.3820 through 10.54.3823,)	
10.54.3830 through 10.54.3833,)	
10.54.3840 through 10.54.3843,)	
10.54.3887 through 10.54.3898,)	
pertaining to communication arts)	
content standards and performance)	
descriptors)	

TO: All Concerned Persons

1. On _____, at ____ a.m., the Board of Public Education will hold a public hearing in the conference room of the Office of Public Instruction building, at _____ 11th Avenue, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on _____, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, Montana, 59620-0601, telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov.

3. Reason: The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to the communication arts content standards and performance descriptors pursuant to Administrative Rules of Montana 10.54.2503 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of Senate Bill 152 of the 2005 Montana Legislative Session the board must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system is built and maintained. The board strives to conform to a five-year review cycle for every chapter of accreditation. The standards review process uses context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

The communication arts content standards include, speaking and listening, reading, literature, media literacy, and writing. These standards were previously under separate chapters and are now being combined under communication arts. The communication arts performance descriptors are being adopted as new rules and will be placed in a separate chapter. The chapters which formerly contained the reading, literature, media literacy, and writing standards and performance descriptors are being repealed.

4. The rules proposed to be adopted provide as follows:

NEW RULE I COMMUNICATION ARTS WRITING CONTENT STANDARD 5

(1) To satisfy the requirements of communication arts writing content standard 5, a student must write to communicate effectively for a variety of purposes and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 4

(1) The benchmark for communication arts writing content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and demonstrate the steps used in the writing process, i.e., prewriting, planning, drafting, revising, editing, and publishing;

- (b) select appropriate topics and generate topic sentences that indicate the writer's purpose for writing;
- (c) generate and develop main ideas using supporting details;
- (d) organize writing using a logical progression of ideas;
- (e) demonstrate awareness of language choices and their impact on writing through use of voice, sentence fluency, and word choice when writing;
- (f) identify and practice conventions of standard written English (e.g., usage, punctuation, and spelling), appropriate purpose, audience, and form;
- (g) identify the purpose, audience, and format in one's own writing;
- (h) identify and write using different writing forms and genres;
- (i) demonstrate ability to maintain topical focus through written work;
- (j) use information problem solving process to research a topic;
- (k) identify the owner of ideas and information, with respect to all forms of information (e.g., oral resources), including Montana American Indians;
- (l) set goals for writing progress; and
- (m) recognize and use writing as a means of clarifying thinking and reflecting.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III BENCHMARK FOR COMMUNICATION ARTS WRITING
CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for communication arts writing content standard 5 for a student at the end of grade 8 is the ability to:

- (a) apply the steps of the writing process in a variety of written work;
- (b) select appropriate topics and generate thesis statements that indicate the writer's purpose for writing;
- (c) generate and develop main ideas using a variety of relevant supporting details;
- (d) organize writing using transitions and a logical progression of ideas;
- (e) demonstrate knowledge of language choices and their impact on writing through control of voice, strong sentence fluency, and effective word choice;
- (f) apply conventions of standard written English (e.g., usage, punctuation, and spelling) appropriate for purpose audience and form;
- (g) identify and describe the purpose, audience, format, and tone in one's own writing;
- (h) analyze the characteristics of different writing forms and genres and write in a variety of forms and genres;
- (i) compose written works demonstrating the ability to sustain focus through a variety of forms and genres;
- (j) use information problem solving process to collect and utilize information to research a topic;
- (k) obtain and use information legally and respectfully and appropriately credit ideas and words of others, including those of Montana American Indians;
- (l) set goals, seek feedback, and monitor writing progress; and
- (m) use writing as a means of clarifying thought and reflecting on learning.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV BENCHMARK FOR COMMUNICATION ARTS WRITING
CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for communication arts writing content standard 5 for a student upon graduation is the ability to:

- (a) apply the steps of the writing process to develop, evaluate, and refine writing;
- (b) independently select topics and generate complex thesis statements that indicate the writer's purpose for writing;
- (c) generate, develop, and elaborate upon main ideas using relevant and specific supporting details;
- (d) organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them;
- (e) demonstrate knowledge of language choices and their impact on writing by showing purposeful control of voice, sentence fluency, and word choice;
- (f) apply conventions of standard written English (e.g., usage, punctuation, and spelling) appropriate for purpose, audience, and form;
- (g) articulate and evaluate the purpose and audience and select and use appropriate format and tone in one's own writing;
- (h) write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre;
- (i) compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus;
- (j) use information problem solving process to effectively synthesize information to research a topic;
- (k) follow copyright laws and fair use guidelines when using the intellectual property of others, including that of Montana American Indians, and appropriately credit ideas and words of others;
- (l) set goals, seek feedback, and evaluate writing progress; and
- (m) select and use forms of writing to clarify thought, extend learning, and reflect on experience.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V GRADE 4 PERFORMANCE DESCRIPTORS AT THE
ADVANCED LEVEL

(1) A student at the advanced level in communication arts demonstrates superior performance. He/she demonstrates highly developed knowledge and skills that reflect a coherent understanding of the subject. He/she can transfer learning to other situations, can apply knowledge to question, reason, and solve problems, and employs metacognitive skills.

- (a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:
 - (i) understanding components of the communication process;
 - (ii) using elements of effective speaking;

- (iii) using elements of effective listening;
- (iv) selecting topics and organizing information;
- (v) adapting to audience, setting, and purpose;
- (vi) using feedback to self-monitor;
- (vii) listening and responding to cultural stories; and
- (viii) displaying respect in speaking and listening.

(b) The student demonstrates the knowledge and skills under communication arts reading standard 2 by:

- (i) decoding words;
- (ii) developing vocabulary;
- (iii) reading sight words;
- (iv) using strategies to self-correct;
- (v) making connections to text;
- (vi) making predictions;
- (vii) generating and answering questions;
- (viii) explaining a series of events;
- (ix) identifying main ideas and supporting details;
- (x) making inferences;
- (xi) identifying and using text features;
- (xii) comparing and contracting information;
- (xiii) identifying cause and effect;
- (xiv) recognizing the author's purpose, point of view, and language; and
- (xv) setting goals.

(c) The student demonstrates the knowledge and skills under communication arts literature standard 3 by:

- (i) identifying literary elements;
- (ii) explaining language use and literary devices;
- (iii) identifying characteristics of genre;
- (iv) identifying culture and history;
- (v) comparing personal experiences with literature; and
- (vi) justifying personal responses to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy standard 4 by:

- (i) recognizing techniques and purposes used in media messages;
- (ii) identifying sources of media messages;
- (iii) identify fact, fiction, and opinion in media messages;
- (iv) recognizing proper use and creation of media messages;
- (v) recognizing guidelines for using and creating media messages;
- (vi) recognizing consequences when using and creating media messages;
- (vii) create media messages; and
- (viii) recognizing that media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication arts writing standard 5 by:

- (i) identifying and using steps of the writing process;
- (ii) selecting a topic and generating a topic sentence;
- (iii) developing the main idea;
- (iv) organizing writing;

- (v) identifying language choice and its impact;
- (vi) identifying and practicing conventions;
- (vii) identifying purpose, audience, and format;
- (viii) identifying writing forms and genres;
- (ix) maintaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals for writing; and
- (xiii) recognizing and using writing to think and reflect.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (1) A student at the proficient level in communication arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates the knowledge and skills required to be successful.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) understanding components of the communication process;
- (ii) using elements of effective speaking;
- (iii) using elements of effective listening;
- (iv) selecting topics and organizing information;
- (v) adapting to audience, setting, and purpose;
- (vi) using feedback to self-monitor;
- (vii) listening and responding to cultural stories; and
- (viii) displaying respect in speaking and listening.

(b) The student demonstrates the knowledge and skills under communication arts reading standard 2 by:

- (i) decoding words;
- (ii) developing vocabulary;
- (iii) reading sight words;
- (iv) using strategies to self-correct;
- (v) making connections to text;
- (vi) making predictions;
- (vii) generating and answering questions;
- (viii) explaining a series of events;
- (ix) identifying main ideas and supporting details;
- (x) making inferences;
- (xi) identifying and using text features;
- (xii) comparing and contracting information;
- (xiii) identifying cause and effect;
- (xiv) recognizing the author's purpose, point of view and language; and
- (xv) setting goals.

(c) The student demonstrates the knowledge and skills under communication arts literature standard 3 by:

- (i) identifying literary elements;
- (ii) explaining language use and literary devices;
- (iii) identifying characteristics of genre;
- (iv) identifying culture and history;
- (v) comparing personal experiences with literature; and
- (vi) justifying personal responses to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy standard 4 by:

- (i) recognizing techniques and purposes used in media messages;
- (ii) identifying sources of media messages;
- (iii) identify fact, fiction, and opinion in media messages;
- (iv) recognizing proper use and creation of media messages;
- (v) recognizing guidelines for using and creating media messages;
- (vi) recognizing consequences when using and creating media messages;
- (vii) create media messages; and
- (viii) recognizing that media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication arts writing standard 5 by:

- (i) identifying and using steps of the writing process;
- (ii) selecting a topic and generating a topic sentence;
- (iii) developing the main idea;
- (iv) organizing writing;
- (v) identifying language choice and its impact;
- (vi) identifying and practicing conventions;
- (vii) identifying purpose, audience, and format;
- (viii) identifying writing forms and genres;
- (ix) maintaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals for writing; and
- (xiii) recognizing and using writing to think and reflect.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VII GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) A student at the nearing proficiency level in communication arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at low level of complexity and difficulty is able to demonstrate those skills.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) understanding components of the communication process;
- (ii) using elements of effective speaking;
- (iii) using elements of effective listening;
- (iv) selecting topics and organizing information;
- (v) adapting to audience, setting, and purpose;

- (vi) using feedback to self-monitor;
- (vii) listening and responding to cultural stories; and
- (viii) displaying respect in speaking and listening.

(b) The student demonstrates the knowledge and skills under communication arts reading standard 2 by:

- (i) decoding words;
- (ii) developing vocabulary;
- (iii) reading sight words;
- (iv) using strategies to self-correct;
- (v) making connections to text;
- (vi) making predictions;
- (vii) generating and answering questions;
- (viii) explaining a series of events;
- (ix) identifying main ideas and supporting details;
- (x) making inferences;
- (xi) identifying and using text features;
- (xii) comparing and contracting information;
- (xiii) identifying cause and effect;
- (xiv) recognizing the author's purpose, point of view and language; and
- (xv) setting goals.

(c) The student demonstrates the knowledge and skills under communication arts literature standard 3 by:

- (i) identifying literary elements;
- (ii) explaining language use and literary devices;
- (iii) identifying characteristics of genre;
- (iv) identifying culture and history;
- (v) comparing personal experiences with literature; and
- (vi) justifying personal responses to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy standard 4 by:

- (i) recognizing techniques and purposes used in media messages;
- (ii) identifying sources of media messages;
- (iii) identify fact, fiction, and opinion in media messages;
- (iv) recognizing proper use and creation of media messages;
- (v) recognizing guidelines for using and creating media messages;
- (vi) recognizing consequences when using and creating media messages;
- (vii) create media messages; and
- (viii) recognizing that media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication arts writing standard 5 by:

- (i) identifying and using steps of the writing process;
- (ii) selecting a topic and generating a topic sentence;
- (iii) developing the main idea;
- (iv) organizing writing;
- (v) identifying language choice and its impact;
- (vi) identifying and practicing conventions;
- (vii) identifying purpose, audience, and format;

- (viii) identifying writing forms and genres;
- (ix) maintaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals for writing; and
- (xiii) recognizing and using writing to think and reflect.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL

(1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation of knowledge and skills.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) understanding components of the communication process;
- (ii) using elements of effective speaking;
- (iii) using elements of effective listening;
- (iv) selecting topics and organizing information;
- (v) adapting to audience, setting, and purpose;
- (vi) using feedback to self-monitor;
- (vii) listening and responding to cultural stories; and
- (viii) displaying respect in speaking and listening.

(b) The student demonstrates the knowledge and skills under communication arts reading standard 2 by:

- (i) decoding words;
- (ii) developing vocabulary;
- (iii) reading sight words;
- (iv) using strategies to self-correct;
- (v) making connections to text;
- (vi) making predictions;
- (vii) generating and answering questions;
- (viii) explaining a series of events;
- (ix) identifying main ideas and supporting details;
- (x) making inferences;
- (xi) identifying and using text features;
- (xii) comparing and contracting information;
- (xiii) identifying cause and effect;
- (xiv) recognizing the author's purpose, point of view and language; and
- (xv) setting goals.

(c) The student demonstrates the knowledge and skills under communication arts literature standard 3 by:

- (i) identifying literary elements;
- (ii) explaining language use and literary devices;
- (iii) identifying characteristics of genre;

- (iv) identifying culture and history;
 - (v) comparing personal experiences with literature; and
 - (vi) justifying personal responses to literature.
- (d) The student demonstrates the knowledge and skills under communication arts media literacy standard 4 by:
- (i) recognizing techniques and purposes used in media messages;
 - (ii) identifying sources of media messages;
 - (iii) identify fact, fiction, and opinion in media messages;
 - (iv) recognizing proper use and creation of media messages;
 - (v) recognizing guidelines for using and creating media messages;
 - (vi) recognizing consequences when using and creating media messages;
 - (vii) create media messages; and
 - (viii) recognizing that media embeds values and influences.
- (e) The student demonstrates the knowledge and skills under communication arts writing standard 5 by:
- (i) identifying and using steps of the writing process;
 - (ii) selecting a topic and generating a topic sentence;
 - (iii) developing the main idea;
 - (iv) organizing writing;
 - (v) identifying language choice and its impact;
 - (vi) identifying and practicing conventions;
 - (vii) identifying purpose, audience, and format;
 - (viii) identifying writing forms and genres;
 - (ix) maintaining focus of topic in writing;
 - (x) using information problem solving process;
 - (xi) using information legally;
 - (xii) setting goals for writing; and
 - (xiii) recognizing and using writing to think and reflect.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX GRADE 8 PERFORMANCE DESCRIPTORS AT THE

ADVANCED LEVEL (1) A student at the advanced level in communication arts demonstrates superior performance. He/she demonstrates highly developed knowledge and skills that reflect a coherent understanding of the subject. He/she can transfer learning to other situations, can apply knowledge to question, reason, and solve problems, and employs metacognitive skills.

- (a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:
- (i) analyzing components of the communication process;
 - (ii) applying elements of effective speaking;
 - (iii) applying elements of effective listening;
 - (iv) selecting a specific topic and developing the introduction, body, and conclusion;
 - (v) adapting to formal and informal audiences, settings, and purposes;
 - (vi) using feedback to monitor and adjust;

- (vii) comparing and contrasting speaking and listening strategies in cultural stories; and
- (viii) displaying respectful communication and orally referencing sources.
- (b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:
 - (i) decoding words;
 - (ii) expanding general and specialized vocabulary;
 - (iii) adjusting fluency;
 - (iv) identifying when comprehension breaks down and self-correcting;
 - (v) connecting text to self, text to text, and text to world;
 - (vi) revising and explaining predictions;
 - (vii) generating and answering literal and higher-order questions;
 - (viii) explaining a series of events to draw conclusions;
 - (ix) summarizing main ideas and details;
 - (x) making and justifying inferences;
 - (xi) analyzing text features;
 - (xii) comparing and contrasting information to draw a conclusion;
 - (xiii) explaining cause and effect across multiple texts;
 - (xiv) critiquing the author's purpose, points of view, language use, and credibility; and
 - (xv) setting goals and monitoring.
- (c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:
 - (i) comparing and contrasting literary elements;
 - (ii) analyzing language use and literary devices;
 - (iii) defining characteristics of genre;
 - (iv) interpreting influences of culture, history, and literature;
 - (v) comparing a variety of perspectives in literature; and
 - (vi) justifying personal ideas and feelings in response to literature.
- (d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:
 - (i) differentiating how techniques and technologies impact media messages;
 - (ii) analyzing credibility of media message sources;
 - (iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media messages;
 - (iv) applying proper use and creation of media messages;
 - (v) applying guidelines for using and creating media messages;
 - (vi) creating and analyzing media messages; and
 - (vii) identifying how media embeds values and influences.
- (e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:
 - (i) applying steps of the writing process;
 - (ii) selecting a topic and generating a thesis;
 - (iii) developing a main idea using a variety of details;
 - (iv) organizing writing using a progression of ideas;
 - (v) demonstrating knowledge of language choice and its impact;
 - (vi) applying conventions;

- (vii) identifying and describing purpose, audience, format, style, and tone;
- (viii) analyzing characteristics of writing forms and genres;
- (ix) sustaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals and monitoring writing; and
- (xiii) using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE X GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (1) A student at the proficient level in communication arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates the knowledge and skills required to be successful.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) analyzing components of the communication process;
- (ii) applying elements of effective speaking;
- (iii) applying elements of effective listening;
- (iv) selecting a specific topic and developing the introduction, body, and

conclusion;

- (v) adapting to formal and informal audiences, settings, and purposes;
- (vi) using feedback to monitor and adjust;
- (vii) comparing and contrasting speaking and listening strategies in cultural

stories; and

- (viii) displaying respectful communication and orally referencing sources.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) identifying when comprehension breaks down and self-correcting;
- (v) connecting text to self, text to text, and text to world;
- (vi) revising and explaining predictions;
- (vii) generating and answering literal and higher-order questions;
- (viii) explaining a series of events to draw conclusions;
- (ix) summarizing main ideas and details;
- (x) making and justifying inferences;
- (xi) analyzing text features;
- (xii) comparing and contrasting information to draw a conclusion;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing the author's purpose, points of view, language use, and

credibility; and

- (xv) setting goals and monitoring.

(c) The student demonstrates the knowledge and skills under communication

arts literature content standard 3 by:

- (i) comparing and contrasting literary elements;
- (ii) analyzing language use and literary devices;
- (iii) defining characteristics of genre;
- (iv) interpreting influences of culture, history, and literature;
- (v) comparing a variety of perspectives in literature; and
- (vi) justifying personal ideas and feelings in response to literature.

(d) The student demonstrates the knowledge and skills under communication

arts media literacy content standard 4 by:

- (i) differentiating how techniques and technologies impact media messages;
- (ii) analyzing credibility of media message sources;
- (iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media

messages;

- (iv) applying proper use and creation of media messages;
- (v) applying guidelines for using and creating media messages;
- (vi) creating and analyzing media messages; and
- (vii) identifying how media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication

arts writing content standard 5 by:

- (i) applying steps of the writing process;
- (ii) selecting a topic and generating a thesis;
- (iii) developing a main idea using a variety of details;
- (iv) organizing writing using a progression of ideas;
- (v) demonstrating knowledge of language choice and its impact;
- (vi) applying conventions;
- (vii) identifying and describing purpose, audience, format, style, and tone;
- (viii) analyzing characteristics of writing forms and genres;
- (ix) sustaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals and monitoring writing; and
- (xiii) using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XI GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) A student at the nearing proficiency level in communication arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at a low level of complexity and difficulty, is able to demonstrate those skills.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) analyzing components of the communication process;
- (ii) applying elements of effective speaking;
- (iii) applying elements of effective listening;

(iv) selecting a specific topic and developing the introduction, body, and conclusion;

(v) adapting to formal and informal audiences, settings, and purposes;

(vi) using feedback to monitor and adjust;

(vii) comparing and contrasting speaking and listening strategies in cultural stories; and

(viii) displaying respectful communication and orally referencing sources.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

(i) decoding words;

(ii) expanding general and specialized vocabulary;

(iii) adjusting fluency;

(iv) identifying when comprehension breaks down and self-correcting;

(v) connecting text to self, text to text, and text to world;

(vi) revising and explaining predictions;

(vii) generating and answering literal and higher-order questions;

(viii) explaining a series of events to draw conclusions;

(ix) summarizing main ideas and details;

(x) making and justifying inferences;

(xi) analyzing text features;

(xii) comparing and contrasting information to draw a conclusion;

(xiii) explaining cause and effect across multiple texts;

(xiv) critiquing the author's purpose, points of view, language use, and credibility; and

(xv) setting goals and monitoring.

(c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:

(i) comparing and contrasting literary elements;

(ii) analyzing language use and literary devices;

(iii) defining characteristics of genre;

(iv) interpreting influences of culture, history, and literature;

(v) comparing a variety of perspectives in literature; and

(vi) justifying personal ideas and feelings in response to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:

(i) differentiating how techniques and technologies impact media messages;

(ii) analyzing credibility of media message sources;

(iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media messages;

(iv) applying proper use and creation of media messages;

(v) applying guidelines for using and creating media messages;

(vi) creating and analyzing media messages; and

(vii) identifying how media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:

(i) applying steps of the writing process;

(ii) selecting a topic and generating a thesis;

- (iii) developing a main idea using a variety of details;
- (iv) organizing writing using a progression of ideas;
- (v) demonstrating knowledge of language choice and its impact;
- (vi) applying conventions;
- (vii) identifying and describing purpose, audience, format, style, and tone;
- (viii) analyzing characteristics of writing forms and genres;
- (ix) sustaining focus of topic in writing;
- (x) using information problem solving process;
- (xi) using information legally;
- (xii) setting goals and monitoring writing; and
- (xiii) using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XII GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation of knowledge and skills.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) analyzing components of the communication process;
- (ii) applying elements of effective speaking;
- (iii) applying elements of effective listening;
- (iv) selecting a specific topic and developing the introduction, body, and conclusion;
- (v) adapting to formal and informal audiences, settings, and purposes;
- (vi) using feedback to monitor and adjust;
- (vii) comparing and contrasting speaking and listening strategies in cultural stories; and
- (viii) displaying respectful communication and orally referencing sources.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) identifying when comprehension breaks down and self-correcting;
- (v) connecting text to self, text to text, and text to world;
- (vi) revising and explaining predictions;
- (vii) generating and answering literal and higher-order questions;
- (viii) explaining a series of events to draw conclusions;
- (ix) summarizing main ideas and details;
- (x) making and justifying inferences;
- (xi) analyzing text features;
- (xii) comparing and contrasting information to draw a conclusion;
- (xiii) explaining cause and effect across multiple texts;

(xiv) critiquing the author's purpose, points of view, language use, and credibility; and

(xv) setting goals and monitoring.

(c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:

(i) comparing and contrasting literary elements;

(ii) analyzing language use and literary devices;

(iii) defining characteristics of genre;

(iv) interpreting influences of culture, history, and literature;

(v) comparing a variety of perspectives in literature; and

(vi) justifying personal ideas and feelings in response to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:

(i) differentiating how techniques and technologies impact media messages;

(ii) analyzing credibility of media message sources;

(iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media messages;

(iv) applying proper use and creation of media messages;

(v) applying guidelines for using and creating media messages;

(vi) creating and analyzing media messages; and

(vii) identifying how media embeds values and influences.

(e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:

(i) applying steps of the writing process;

(ii) selecting a topic and generating a thesis;

(iii) developing a main idea using a variety of details;

(iv) organizing writing using a progression of ideas;

(v) demonstrating knowledge of language choice and its impact;

(vi) applying conventions;

(vii) identifying and describing purpose, audience, format, style, and tone;

(viii) analyzing characteristics of writing forms and genres;

(ix) sustaining focus of topic in writing;

(x) using information problem solving process;

(xi) using information legally;

(xii) setting goals and monitoring writing; and

(xiii) using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XIII UPON GRADUATION PERFORMANCE DESCRIPTORS
AT THE ADVANCED LEVEL (1) A student at the advanced level in communication arts demonstrates superior performance. He/she demonstrates highly developed knowledge and skills that reflect a coherent understanding of the subject. He/she can transfer learning to other situations, can apply knowledge to question, reason, and solve problems, and employs metacognitive skills.

(a) The student demonstrates the knowledge and skills under communication

arts speaking and listening content standard 1 by:

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

(b) The student demonstrates the knowledge and skills under communication

arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

(c) The student demonstrates the knowledge and skills under communication

arts literature content standard 3 by:

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

(d) The student demonstrates the knowledge and skills under communication

arts media literacy content standard 4 by:

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
- (iv) applying and evaluating the impact of proper use and creating of media messages;

(v) applying and evaluating the effect of guidelines when using and creating media messages;

(vi) creating and evaluating media messages; and

(vii) analyzing and evaluating how media embeds values and shapes perception.

(e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:

(i) applying the steps of the writing process, evaluating and refining writing;

(ii) selecting a topic and generating a complex thesis;

(iii) developing and elaborating upon a main idea using a variety of details;

(iv) organizing writing using transitions and progression of ideas;

(v) demonstrating control of language choice;

(vi) applying conventions;

(vii) evaluating the purpose and audience; selecting and using format, style, and tone;

(viii) using a variety of forms and genres and evaluating effectiveness of form and genre;

(ix) maintaining focus of topic in written work with complex ideas;

(x) conducting research using information problem solving process;

(xi) following copyright laws;

(xii) setting goals and evaluating writing; and

(xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XIV UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (1) A student at the proficient level in communication arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates the knowledge and skills required to be successful.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

(i) evaluating the impact of components of the communication;

(ii) evaluating elements of effective speaking;

(iii) evaluating elements of effective listening;

(iv) refining a topic using credible sources and proper organization;

(v) adapting to public, group, and interpersonal audiences, settings, and purposes;

(vi) using feedback to monitor, adjust, and evaluate;

(vii) analyzing the influences of oral traditions in various cultures; and

(viii) analyzing and evaluating the impact of ethical and responsible communication.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

(i) decoding words;

(ii) expanding and utilizing general and specialized vocabulary;

- (iii) adjusting fluency;
 - (iv) recognizing when comprehension breaks down and self-correcting;
 - (v) recognizing background knowledge increases comprehension;
 - (vi) justifying predictions;
 - (vii) generating and answering complex literal and higher-level questions;
 - (viii) explaining a series of events to hypothesize/justify conclusions;
 - (ix) summarizing by distinguishing main ideas;
 - (x) making and justifying complex inferences;
 - (xi) analyzing and evaluating relevant text features;
 - (xii) comparing and contrasting across multiple texts;
 - (xiii) explaining cause and effect across multiple texts;
 - (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
 - (xv) setting goals and evaluating.
- (c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:
- (i) analyzing literary elements;
 - (ii) evaluating language use and literary devices;
 - (iii) analyzing and evaluating characteristics of genre;
 - (iv) evaluating influence of culture, history, and literature;
 - (v) analyzing human experience in literature; and
 - (vi) supporting critical and emotive responses to literature.
- (d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:
- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
 - (ii) evaluating credibility of media message sources;
 - (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
 - (iv) applying and evaluating the impact of proper use and creating of media messages;
 - (v) applying and evaluating the effect of guidelines when using and creating media messages;
 - (vi) creating and evaluating media messages; and
 - (vii) analyzing and evaluating how media embeds values and shapes perception.
- (e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:
- (i) applying the steps of the writing process, evaluating and refining writing;
 - (ii) selecting a topic and generating a complex thesis;
 - (iii) developing and elaborating upon a main idea using a variety of details;
 - (iv) organizing writing using transitions and progression of ideas;
 - (v) demonstrating control of language choice;
 - (vi) applying conventions;
 - (vii) evaluating the purpose and audience; selecting and using format, style, and tone;

- (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
- (ix) maintaining focus of topic in written work with complex ideas;
- (x) conducting research using information problem solving process;
- (xi) following copyright laws;
- (xii) setting goals and evaluating writing; and
- (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XV UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) A student at the nearing proficiency

level in communication arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at a low level of complexity and difficulty, is able to demonstrate this knowledge and skill.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

(c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
- (iv) applying and evaluating the impact of proper use and creating of media messages;
- (v) applying and evaluating the effect of guidelines when using and creating media messages;
- (vi) creating and evaluating media messages; and
- (vii) analyzing and evaluating how media embeds values and shapes perception.

(e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:

- (i) applying the steps of the writing process, evaluating and refining writing;
- (ii) selecting a topic and generating a complex thesis;
- (iii) developing and elaborating upon a main idea using a variety of details;
- (iv) organizing writing using transitions and progression of ideas;
- (v) demonstrating control of language choice;
- (vi) applying conventions;
- (vii) evaluating the purpose and audience; selecting and using format, style, and tone;
- (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
- (ix) maintaining focus of topic in written work with complex ideas;
- (x) conducting research using information problem solving process;
- (xi) following copyright laws;
- (xii) setting goals and evaluating writing; and
- (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XVI UPON GRADUATION PERFORMANCE DESCRIPTORS

AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for

proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in prerequisite knowledge and skills.

(a) The student demonstrates the knowledge and skills under communication arts speaking and listening content standard 1 by:

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

(b) The student demonstrates the knowledge and skills under communication arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

(c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

(d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;

- (iv) applying and evaluating the impact of proper use and creating of media messages;
 - (v) applying and evaluating the effect of guidelines when using and creating media messages;
 - (vi) creating and evaluating media messages; and
 - (vii) analyzing and evaluating how media embeds values and shapes perception.
- (e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:
- (i) applying the steps of the writing process, evaluating and refining writing;
 - (ii) selecting a topic and generating a complex thesis;
 - (iii) developing and elaborating upon a main idea using a variety of details;
 - (iv) organizing writing using transitions and progression of ideas;
 - (v) demonstrating control of language choice;
 - (vi) applying conventions;
 - (vii) evaluating the purpose and audience; selecting and using format, style, and tone;
 - (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
 - (ix) maintaining focus of topic in written work with complex ideas;
 - (x) conducting research using information problem solving process;
 - (xi) following copyright laws;
 - (xii) setting goals and evaluating writing; and
 - (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

5. The board proposes to amend the following rules, new matter underlined, deleted matter interlined.

10.54.3610 COMMUNICATION ARTS SPEAKING AND LISTENING
CONTENT STANDARD 1 (1) To satisfy the requirements of communication arts speaking and listening content standard 1, a student must know and understand the role demonstrate knowledge and understanding of the communication process and demonstrate effective speaking and listening skills.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3611 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for communication arts speaking and listening content standard 1 for a student at the end of grade 4 is the ability to:

- (a) recognize the important role of speaking and listening in daily life; and identify and describe the components of the communication process (sender/ speaker, receiver/listener, message, medium/channel, feedback, and interference/

noise);

~~(b) identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener. Identify and use verbal and nonverbal techniques to deliver oral messages;~~

(c) identify and use effective listening strategies;

(d) choose topics and organize information to present effective oral messages;

(e) adapt communication to a variety of audiences, settings, and purposes;

(f) use feedback to monitor speaking and listening effectiveness;

(g) use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians; and

(h) display respectful behavior when speaking and listening.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3612 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for communication arts speaking and listening content standard 1 for a student at the end of grade 8 is the ability to:

~~(a) observe and describe the importance of speaking and listening in personal relationships; and analyze and explain how the components of the communication process affect communication;~~

(b) identify and define the components of the communication process. apply verbal and nonverbal delivery techniques to communicate effectively;

(c) apply effective listening strategies to fit the purpose, situation, and setting of the communication;

(d) select and narrow topics for specific occasions and develop an appropriate introduction, body, and conclusion to deliver speeches;

(e) adapt communication to a variety of formal and informal audiences, settings, and purposes;

(f) use feedback to monitor and adjust speaking and listening effectiveness;

(g) compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians; and

(h) explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communications to individuals and groups.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3613 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for communication arts speaking and listening content standard 1 for a student upon graduation is the ability to:

~~(a) explain the importance of effective oral communication in creating~~

meaning, influencing thought, and making decisions; and analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness;

(b) identify and analyze the relationships among the components of the communication process. adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats;

(c) apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication;

(d) select, test, and refine topics for specific purposes and occasions, choose credible courses for supporting materials, and effectively organize and deliver speeches;

(e) adapt communication to a variety of public, group, and interpersonal audiences, settings, and purposes;

(f) use feedback to monitor, adjust, and evaluate speaking and listening effectiveness;

(g) use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals; and

(h) analyze the legal and ethical issues associated with responsible communication.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3620 COMMUNICATION ARTS READING SPEAKING AND LISTENING CONTENT STANDARD 2

(1) To satisfy the requirements of speaking and listening communication arts reading content standard 2, a student must distinguish among and use appropriate types of speaking and listening for a variety of purposes read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3621 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 4

(1) The benchmark for speaking and listening communication arts reading content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages); decode unknown words combining the elements of phonics, use of word parts, and context clues;

(b) demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations; develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources;

(c) ~~speaking and listening effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions);~~ read sight words and materials fluently, applying word accuracy, phrasing, rate, and expressing;

(d) ~~identify and appropriately use different types of presentations (e.g., storytelling, narrative, description); and~~ use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down;

(e) ~~identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).~~ activate prior knowledge to make connections to text;

(f) make and revise predictions;

(g) generate and answer questions to clarify meaning by locating specific information in text;

(h) recall and explain a series of events or the sequence of information;

(i) identify main ideas and supporting details;

(j) make inferences based on context clues and/or background knowledge;

(k) identify and use text features to enhance comprehension;

(l) identify the organizational structure of a selection, including sequential, problem-solution, and cause-effect;

(m) compare and contrast information to explain and explore relationships within and across texts;

(n) recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians; and

(o) set goals for reading progress.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3622 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for speaking and listening communication arts reading content standard 2 for a student at the end of grade 8 is the ability to:

(a) ~~analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);~~ apply knowledge of word and sentence structure, analysis of word parts, and context to decode unknown words;

(b) ~~demonstrate appropriate speaking and listening behaviors in communicating with various audiences;~~ expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources;

(c) ~~speaking and listening effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages);~~ adjust fluency based on purpose and content;

(d) ~~identify and appropriately use different types of presentations (e.g.,~~

reports, expository speeches, dramatic presentations, persuasive appeals); and identify when comprehension breaks down, analyze causes, and self correct using effective strategies;

(e) identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening). activate prior knowledge to connect text to self, text to text, and text to world;

(f) make, revise, and explain predictions;

(g) generate and answer literal, inferential, critical, and interpretive questions;

(h) recall and explain a series of events or the sequence of information to draw conclusions;

(i) summarize by stating main ideas and supporting details;

(j) make and justify inferences based on context clues and/or background knowledge;

(k) analyze text features to enhance comprehension;

(l) identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect;

(m) compare and contrast information to explain relationships and draw conclusions within and/or across texts;

(n) analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians; and

(o) set and monitor goals and reading progress.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3623 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for speaking and listening communication arts reading content standard 2 for a student upon graduation is the ability to:

(a) explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages); select and apply knowledge of syntax clues, word origins, roots and fixes, and context to decode unknown words;

(b) demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences; expand and utilize general and specialized vocabulary through the use of context clues, analyze word origins, and reference sources;

(c) speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions); adjust fluency based on purpose, complexity, and technical content;

(d) identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, inter-personal endeavors); and recognize when comprehension breaks down, select strategy to self correct, and evaluate effectiveness of the selected strategy;

- (e) identify and use different types of listening appropriate to the listening situation (e.g., critical listening); recognize the need for background knowledge and research to enhance comprehension;
- (f) make, revise, and justify predictions;
- (g) generate and answer complex literal, inferential, evaluative, and interpretive questions;
- (h) recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions;
- (i) summarize text by determining the main idea and analyzing essential and nonessential supporting details;
- (j) make and justify complex inferences within and among multiple texts and/or forms or media;
- (k) analyze and evaluate relevant text features of multiple forms of media to enhance comprehension;
- (l) evaluate and compare the effectiveness of organizational structures within and across complex texts;
- (m) compare and contrast information, draw conclusions, and synthesize ideas within and across texts to synthesize information and draw conclusions;
- (n) critique author's purpose, point of view, bias, language use, and credibility to deepen understanding with and across culturally diverse texts, including those by and about Montana American Indians; and
- (o) set goals and evaluate reading progress.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3630 SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 (1) To satisfy the requirements of speaking and listening communication arts literature content standard 3, a student must apply a range of skills and strategies to speaking and listening: select, interpret, and respond to a range of literature.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3631 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student at the end of grade 4 is the ability to:

- (a) communicate in a focused and organized manner; identify basic literary elements (setting, plot, problem/solution, character);
- (b) select and use appropriate verbal language to convey intended meaning; explain how authors' choices of language and use of devices contribute to the meaning of literary works;
- (c) identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety; identify the characteristics of select literary genres;

~~(d) monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information); identify how culture and history are represented in literary works, including works of Montana American Indians;~~

~~(e) distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality; identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians; and~~

~~(f) draw connections between one's experiences, information, and insights, and experiences communicated by others; express and justify personal responses to literature.~~

~~(g) identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images; and~~

~~(h) identify, anticipate, and manage barriers to listening.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3632 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student at the end of grade 8 is the ability to:

~~(a) communicate with a clear purpose, well-developed organization, and support from a variety of sources; compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood) across texts;~~

~~(b) use verbal language appropriate to occasion, audience, and topic; analyze how authors' choices of words, uses of figurative language and stylistic devices contribute to the meaning of literary works;~~

~~(c) explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety; understand and define the characteristics of literary genres;~~

~~(d) monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues); interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians;~~

~~(e) distinguish information from persuasion, and logic from emotion; compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians; and~~

~~(f) compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations; express personal ideas and feelings generated as a result of engaging with literature and offer justification.~~

~~(g) compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers); and~~

~~(h) identify, anticipate, and manage barriers to listening.~~

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3633 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student upon graduation is the ability to:

(a) communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions; analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers;

(b) use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion, and task; evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers;

(c) apply, analyze, and evaluate effective verbal and non-verbal skills to enhance presentations and manage communication anxiety; analyze and define the characteristics of literary genres and evaluate the effect of genres on readers;

(d) monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues); evaluate how literature reflects a society, including literature by and about Montana American Indians;

(e) recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages; analyze diverse literature to compare common human experiences among time periods, literary movements, places, and cultures, including Montana American Indians; and

(f) compare and contrast one's experiences, information, and insights with the message in a variety of communication situations; create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature.

(g) analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion; and

(h) identify, anticipate, and manage barriers to listening.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3640 SPEAKING AND LISTENING COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 (1) To satisfy the requirements of speaking and listening communication arts media literacy content standard 4, a student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening effectively evaluate and create media messages.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING
COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END
OF GRADE 4 (1) The benchmark for ~~speaking and listening~~ communication arts
media literacy content standard 4 for a student at the end of grade 4 is the ability to:

- (a) ~~identify the characteristics of effective speaking and listening;~~ recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform);
- (b) ~~reflect on one's effectiveness as a speaker and as a listener, and set personal goals; and~~ identify the sources of media messages;
- (c) ~~show respect for the feelings and values of others when speaking and listening.~~ identify fact, fiction, and opinion in various media messages, including messages about Montana American Indians;
- (d) recognize the norms, rules, laws, and etiquette that govern the use and creation of media messages;
- (e) recognize consequences to self and others when using and creating media messages;
- (f) create media messages for specific audiences and purposes (e.g., inform, entertain, or persuade); and
- (g) recognize that media messages embed values and influence individuals, cultures, and societies;

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3642 BENCHMARK FOR SPEAKING AND LISTENING
COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END
OF GRADE 8 (1) The benchmark for ~~speaking and listening~~ communication arts
media literacy content standard 4 for a student at the end of grade 8 is the ability to:

- (a) ~~analyze and apply the characteristics of effective speaking and evaluative listening;~~ interpret and differentiate how techniques and technologies impact media messages;
- (b) ~~use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and~~ analyze the credibility of the sources of media messages;
- (c) ~~explain the importance of speaking and listening in our democratic society within a culturally diverse world.~~ analyze the purpose and recognize the effects of fact, fiction, opinion, bias, and stereotypes in media messages on diverse groups of people, including Montana American Indians;
- (d) apply appropriate norms, rules, laws, and etiquette in the use and creation of media messages;
- (e) analyze the inherent consequences to self and others in the use and creation of media messages;
- (f) create and analyze media messages for specific audiences and purposes;
and
- (g) identify how media messages embed values and influence individuals, cultures, and societies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3643 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for speaking and listening communication arts media literacy content standard 4 for a student upon graduation is the ability to:

(a) analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media; evaluate how techniques and technologies influence the meaning and effectiveness of the media messages;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and evaluate the credibility of the sources of media messages;

(c) analyze the legal and ethical issues associated with responsible communication. evaluate the impact of fact, opinion, bias, and stereotypes in media messages about diverse groups of people, including Montana American Indians;

(d) apply knowledge and evaluate the impact of norms, rules, laws, and etiquette in the use and creation of media messages;

(e) evaluate the inherent consequences to individuals and societies in the use and creation of media messages;

(f) create and evaluate media messages for a variety of audiences and purposes; and

(g) analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

6. The board proposes to repeal the following rules:

10.54.3010 READING CONTENT STANDARD 1 AUTH: 20-2-114, MCA;
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3020 READING CONTENT STANDARD 2 AUTH: 20-2-114, MCA;
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3030 READING CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3040 READING CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3050 READING CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3210 LITERATURE CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3220 LITERATURE CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3230 LITERATURE CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3240 LITERATURE CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3250 LITERATURE CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3410 WRITING CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3420 WRITING CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3421 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3430 WRITING CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3440 WRITING CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3450 WRITING CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR

END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3460 WRITING CONTENT STANDARD 6 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 AUTH: 20-2-114,

MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-

101, MCA

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3893 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3894 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3895 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3896 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov, and must be received no later than 5:00 p.m.,_____.

8. Steve Meloy, Executive Secretary of the Board of Public Education has been designated to preside over and conduct this hearing.

9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

10. An electronic copy of this Proposal Notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the Notice conform to the official version of the Notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the Notice and the electronic version of the Notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

Steve Meloy
Rule Reviewer

Patty Myers
Chairperson
Board of Public Education

Certified to the Secretary of State November 16, 2009.

MONTANA STANDARDS FOR COMMUNICATION ARTS

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

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectation for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Communication Arts Rationale

The Communication Arts Standards are foundational to success. Language is what sets humankind apart from other species, so it is no surprise that mastery of language skills in the broadest sense opens the door to understanding our past, our current condition, and our future. The Communication Arts offer us tools for thinking, communicating, learning, experiencing, exploring, remembering, collaborating, imagining, and fully participating in life. Mastery in Communication Arts is essential to school, careers, and a rich life.

Communication Arts are developmental and recursive. Most students come to school with literacy skills already emerging. The Communication Arts Standards are designed to acknowledge those emergent skills and introduce more sophisticated strategies and increasingly complex materials, gradually building students' independence and confidence as communicators. The same skills that appear in this standards document, as part of the expectations in the primary grades, will appear as part of the expectations upon graduation. The increasing levels of sophistication in the higher grades may very well come in depth, independence, or complexity of materials rather than in distinctly different skills or strategies.

Communication Arts are interdependent. While the Communication Arts Standards address discreet skills, strategies, and tasks in five distinct areas of communication (speaking and listening, reading, writing, media, and literature) it is important for parents, teachers and students to understand that the strands of Communication Arts are deeply

intertwined. None of the strands should be viewed in isolation as each depends on the other for successful mastery. For example, when children learn to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. Students cannot communicate in writing if they cannot read. Media literacy requires many of the same skills that are required to access, understand and evaluate traditional print. Clearly, communication requires more than the discreet skills of any one of the Communication Arts strands; it requires the dynamic interaction of all strands working together to create meaning.

Communication Arts are interdisciplinary. Because learning is dependent on one or more of the Communication Arts Standards, all subject areas in school *work with* enhancing the strategies and skills that students use to successfully master the content of those subjects. In essence, all teachers are teachers of Communication Arts; all students are always engaged in practicing the skills of the Communication Arts. Likewise, the materials used in the Communication Arts classroom will explore the topics of all other curricular areas. It is important for students to recognize that the skills and strategies of Communication Arts must be applied in all classes and beyond the school walls in daily life.

Communication Arts are evolving. In the 21st century the technologies used in our daily lives, and the changing nature of communication, make the Communication Arts Standards even more important as a major part of our curriculum. Skills that were once acquired through the experiences of daily life must now be explicitly addressed in our classrooms. Rather than reinforcing the rules of formal standard written and spoken English, the English of our students' daily lives often offers alternative spellings, new rules of grammar, and shortcuts in punctuation or capitalization. Similarly, the dominating influence of the media in its many forms introduces new challenges for our students. The Communication Arts curriculum must help students bridge the gap between the formal and the informal, the old and the new. Language and images have power and that power must be understood and used wisely. Critically, the Communication Arts must address the safe, ethical and responsible use of communication if our democratic ideals are to be preserved.

Montana K-12 Communication Arts Content Standards

Communication Arts Speaking and Listening Content Standard 1—Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

Communication Arts Reading Content Standard 2— Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Communication Arts Literature Content Standard 3— Students select, interpret, and respond to a range of literature.

Communication Arts Media Literacy Content Standard 4— Students effectively evaluate and create media messages.

Communication Arts Writing Content Standard 5— Students will write to communicate effectively for a variety of purposes and audiences.

Communication Arts Speaking and Listening Content Standard 1

Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

Rationale Speaking and Listening

The National Communication Association defines speaking as the “uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is the “process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned (National Communication Association). Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation
1.1 identify and describe the components of the communication process (sender/speaker, receiver/listener, message, medium/channel, feedback, interference/noise)	1.1 analyze and explain how the components of the communication process affect communication	1.1 analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness

1.2 identify and use verbal and nonverbal techniques to deliver oral messages	1.2 apply verbal and nonverbal delivery techniques to communicate effectively	1.2 adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats
1.3 identify and use effective listening strategies	1.3 apply effective listening strategies to fit the purpose, situation, and setting of the communication	1.3 apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication
1.4 choose topics and organize information to present effective oral messages	1.4 select and narrow topics for specific occasions and develop an appropriate introduction, body and conclusion to deliver speeches	1.4 select, test and refine topics for specific purposes and occasions, choose credible sources for supporting materials, effectively organize and deliver speeches
1.5 adapt communication to a variety of audiences, settings and purposes	1.5 adapt communication to a variety of formal and informal audiences, settings and purposes	1.5 adapt communication to a variety of public, group and interpersonal audiences, settings and purposes
1.6 use feedback to monitor speaking and listening effectiveness	1.6 use feedback to monitor and adjust speaking and listening effectiveness	1.6 use feedback to monitor, adjust, and evaluate speaking and listening effectiveness
1.7 use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians	1.7 compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians	1.7 use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals
1.8 display respectful behavior when speaking and listening	1.8 explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communication to individuals and groups	1.8 analyze the legal and ethical issues associated with responsible communication

Communication Arts Reading Content Standard 2

Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Rationale Reading

Reading is essential to learning in all content areas; therefore, all teachers are teachers of reading!

Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades.

Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers. During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Montana American Indians.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation
2.1 decode unknown words combining the elements of phonics, use of word parts, and context clues	2.1 apply knowledge of word and sentence structure, analysis of word parts and context to decode unknown words	2.1 select and apply knowledge of syntax clues, word origins, roots and affixes, and context to decode unknown words

2.2 develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources	2.2 expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources	2.2 expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources
2.3 read sight words and materials fluently, applying word accuracy, phrasing, rate and expression	2.3 adjust fluency based on purpose and content	2.3 adjust fluency based on purpose, complexity, and technical content
2.4 use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down	2.4 identify when comprehension breaks down, analyze causes and self correct using effective strategies	2.4 recognize when comprehension breaks down, select strategy to self correct and evaluate effectiveness of the selected strategy
2.5 activate prior knowledge to make connections to text	2.5 activate prior knowledge to connect text to self, text to text, and text to world	2.5 recognize the need for background knowledge and research to enhance comprehension
2.6 make and revise predictions	2.6 make, revise, and explain predictions	2.6 make, revise, and justify predictions
2.7 generate and answer questions to clarify meaning by locating specific information in text	2.7 generate and answer literal, inferential, critical, and interpretive questions	2.7 generate and answer complex literal, inferential, evaluative, and interpretive questions
2.8 recall and explain a series of events or the sequence of information	2.8 recall and explain a series of events or the sequence of information to draw conclusions	2.8 recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions
2.9 identify main ideas and supporting details	2.9 summarize by stating main ideas and supporting details	2.9 summarize text by determining main idea and analyzing essential and non-essential supporting details

2.10 make inferences based on context clues and/or background knowledge	2.10 make and justify inferences based on context clues and/or background knowledge	2.10 make and justify complex inferences within and among multiple texts and/or forms of media
2.11 identify and use text features to enhance comprehension	2.11 analyze text features to enhance comprehension	2.11 analyze and evaluate relevant text features of multiple forms of media to enhance comprehension
2.12 identify the organizational structure of a selection, including sequential, problem-solution and cause-effect	2.12 identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect	2.12 evaluate and compare the effectiveness of organizational structures within and across complex texts
2.13 compare and contrast information to explain and explore relationships within and across texts	2.13 compare and contrast information to explain relationships and draw conclusions within and/or across texts	2.13 compare and contrast information, draw conclusions and synthesize ideas within and across texts to synthesize information and draw conclusions
2.14 recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians	2.14 analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians	2.14 critique author's purpose, point of view, bias, language use, and credibility to deepen understanding within and across culturally diverse texts, including those by and about Montana American Indians
2.15 set goals for reading progress	2.15 set and monitor goals and reading progress	2.15 set goals and evaluate reading progress

Communication Arts Literature Content Standard 3

Students select, interpret, and respond to a range of literature.

Rationale Literature

Broadly defined, literature is artistically developed writing that makes careful use of language and captures the individual and/or collective experiences of a people. Literature, as considered in this standard, includes poetry, prose fiction, drama, literary non-fiction, and literature on film. It includes works that have stood the test of time as well as works recently published, works of our own culture, and works of cultures that learners may never experience in any other way. Literature provides us with a way of connecting with the past and dreaming about the future. Through the study of literature, students develop aesthetic insight into broad human perspectives and experiences. Literature allows us to consider universal issues of the human condition which transcend time, place and culture and connect us to humanity as a whole. To experience literature fully, it is essential that students learn to read literature both critically and reflectively with an awareness of the literary techniques and language devices that authors use to engage their readers and convey their messages. In understanding the elements of literature as well as the language of literature, students become life-long participants in the literary conversations that connect us to each other and allow us to more deeply understand our own human experiences.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation
3.1 identify basic literary elements (setting, plot, problem/solution, character)	3.1 compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood) across texts	3.1 analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers
3.2 explain how authors' choices of language and use of devices contribute to the meaning of literary works	3.2 analyze how authors' choices of words, uses of figurative language and stylistic devices contribute to the meaning of literary works	3.2 evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers

3.3 identify the characteristics of select literary genres	3.3 understand and define the characteristics of literary genres	3.3 analyze and define the characteristics of literary genres and evaluate the effect of genres on readers
3.4 identify how culture and history are represented in literary works, including works of Montana American Indians	3.4 interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians	3.4 evaluate how literature reflects a society, including literature by and about Montana American Indians
3.5 identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians	3.5 compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians	3.5 analyze diverse literature to compare common human experiences among time periods, literary movements, places, and cultures, including Montana American Indians
3.6 express and justify personal responses to literature	3.6 express personal ideas and feelings generated as a result of engaging with literature and offer justification	3.6 create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature

Communication Arts Media Literacy Content Standard 4

Students effectively evaluate and create media messages.

Rationale Media Literacy

Media Literacy is the ability to recognize, evaluate, and apply the techniques and technologies (Media Awareness Network) of the “media forms of the day.” (Ohler) This involves skills in “critically analyzing media messages, recognizing the role that audience plays in making meaning from those messages” and creating media messages for an audience. (Media Awareness Network) “Media form influences media content.” (Center for Media Literacy) Each medium has different characteristics, strengths, and a unique “language” of construction. (National Association for Media Literacy Education) In order for students to be effective consumers of media messages, they need to have a practical understanding of the advantages and limitations inherent in the techniques and technologies involved in creating those messages.

Students need a comprehensive understanding of digital citizenship and its ramifications in order to communicate effectively and securely in a multicultural, networked world. (Ohler). “Media Literacy takes as its field all media including but not limited to—TV, radio, film, print, music, the Internet, video games and even less obvious forms like fashion, children's toys and dolls, or T-Shirts.”(Media Awareness Network) Media literate people can both individually and collaboratively create effective media messages, demonstrating an understanding as to the strengths and limitations of each medium. Through the processes of designing, producing, and publishing articulate, meaningful, navigable media, students become better producers and consumers of media messages. (Ohler)

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation
4.1 recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform)	4.1 interpret and differentiate how techniques and technologies impact media messages	4.1 evaluate how techniques and technologies influence the meaning and effectiveness of the media messages
4.2 identify the sources of media messages	4.2 analyze the credibility of the sources of media messages	4.2 evaluate the credibility of the sources of media messages

4.3 identify fact, fiction and opinion in various media messages, including messages about Montana American Indians	4.3 analyze the purpose of and recognize the effects of fact, fiction, opinion, bias and stereotypes in media messages on diverse groups of people, including Montana American Indians	4.3 evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians
4.4 recognize the norms, rules, laws and etiquette that govern the use and creation of media messages	4.4 apply appropriate norms, rules, laws and etiquette in the use and creation of media messages	4.4 apply knowledge and evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages
4.5 recognize consequences to self and others when using and creating media messages	4.5 analyze the inherent consequences to self and others in the use and creation of media messages	4.5 evaluate the inherent consequences to individuals and societies in the use and creation of media messages
4.6 create a media message for specific audiences and purposes (e.g., inform, entertain, or persuade)	4.6 create and analyze media messages for specific audiences and purposes	4.6 create and evaluate media messages for a variety of audiences and purposes
4.7 recognize that media messages embed values and influences individuals, cultures and societies	4.7 identify how media messages embed values and influence individuals, cultures and societies	4.7 analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies

Communication Arts Writing Content Standard 5

Students will write to communicate effectively for a variety of purposes and audiences.

Rationale Writing

Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, e-mails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value.

Practice with many different forms and styles of writing using a variety of media to communicate in writing is essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation
5.1 identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, revising, editing, publishing	5.1 apply the steps of the writing process in a variety of written work	5.1 apply the steps of the writing process to develop, evaluate, and refine writing
5.2 select appropriate topics and generate topic sentences that indicate the writer's purpose for writing	5.2 select appropriate topics and generate thesis statements that indicate the writer's purpose for writing	5.2 independently select topics and generate complex thesis statements that indicate the writer's purpose for writing
5.3 generate and develop main ideas using supporting details	5.3 generate and develop main ideas using a variety of relevant supporting details	5.3 generate, develop and elaborate upon main ideas using relevant and specific supporting details

5.4 organize writing using a logical progression of ideas	5.4 organize writing using transitions and a logical progression of ideas	5.4 organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them
5.5 demonstrate awareness of language choices and their impact on writing through use of voice, sentence fluency, and word choice when writing	5.5 demonstrate knowledge of language choices and their impact on writing through control of voice, strong sentence fluency, and effective word choice	5.5 demonstrate knowledge of language choices and their impact on writing by showing purposeful control of voice, sentence fluency, and word choice
5.6 identify and practice conventions of standard written English (e.g., usage, punctuation, spelling) appropriate purpose, audience, and form	5.6 apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form	5.6 apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form
5.7 identify the purpose, audience, and format in one's own writing	5.7 identify and describe the purpose, audience, format, and tone in one's own writing	5.7 articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing
5.8 identify and write using different writing forms and genres	5.8 analyze the characteristics of different writing forms and genres and write in a variety of forms and genres	5.8 write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre
5.9 demonstrate ability to maintain topical focus throughout written work	5.9 compose written works demonstrating ability to sustain focus throughout a variety of forms and genres	5.9 compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus

5.10 use information problem solving process to research a topic	5.10 use information problem solving process to collect and utilize information to research a topic	5.10 use information problem solving process to effectively synthesize information to research a topic
5.11 identify the owner of ideas and information, with respect to all forms of information (e.g., oral resources), including Montana American Indians	5.11 obtain and use information legally and respectfully, and appropriately credit ideas and word of others, including those of Montana American Indians	5.11 follow copyright laws and fair use guidelines when using the intellectual property of others, including that of Montana American Indians, and appropriately credit ideas and words of others
5.12 set goals for writing progress	5.12 set goals, seek feedback and monitor writing progress	5.12 set goals, seek feedback and evaluate writing progress
5.13 recognize and use writing as a means of clarifying thinking and reflecting	5.13 use writing as a means of clarifying thought and reflecting on learning	5.13 select and use forms of writing to clarify thought, to extend learning, and to reflect on experience

**Montana K-12 Communication Arts
Performance Descriptors**

Advanced	Proficient	Nearing Proficiency	Novice
A student at the advanced level in Communication Arts demonstrates superior performance. He/She demonstrates highly developed knowledge and skills that reflect a coherent understanding of the subject. He/she can transfer learning to other situations, can apply knowledge to question, reason, and solve problems, and employs metacognitive skills in the following:	A student at the proficient level in Communication Arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates the knowledge and skills required to be successful in the following:	A student at the nearing proficiency level in Communication Arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at low level of complexity and difficulty, is able to demonstrate the following:	A student at the novice level in Communication Arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in the following:

Montana K-12 Speaking and Listening Performance Descriptors

End of Grade 4	End of Grade 8	Upon Graduation
1.1 understands components of the communication process;	1.1 analyzes components of the communication process;	1.1 evaluates the impact of components of the communication;
1.2 uses elements of effective speaking;	1.2 applies elements of effective speaking;	1.2 evaluates elements of effective speaking;
1.3 uses elements of effective listening;	1.3 applies elements of effective listening;	1.3 evaluates elements of effective listening;
1.4 selects topics and organizes information;	1.4 selects specific topic, develops introduction, body, and conclusion;	1.4 refines topic, uses credible sources, and proper organization;
1.5 adapts to audience, setting and purpose;	1.5 adapts to formal and informal audiences, settings	1.5 adapts to public, group and interpersonal audiences,

1.6 uses feedback to self-monitor;	and purposes; 1.6 uses feedback to monitor and adjust;	settings and purposes; 1.6 uses feedback to monitor, adjust, and evaluate;
1.7 listens and responds to cultural stories;	1.7 compares and contrasts speaking and listening; strategies in cultural stories;	1.7 analyzes the influence of oral traditions in various cultures;
1.8 displays respect in speaking and listening.	1.8 displays respectful communication and orally references sources.	1.8 analyzes and evaluates the impact of ethical and responsible communication.

Montana K-12 Reading Performance Descriptors

2.1 decodes words;	2.1 decodes words;	2.1 decodes words;
2.2 develops vocabulary;	2.2 expands general and specialized vocabulary;	2.2 expands and utilizes general and specialized vocabulary;
2.3 reads sight words;	2.3 adjusts fluency;	2.3 adjusts fluency;
2.4 uses strategies to self-correct;	2.4 identifies when comprehension breaks down, self-correct;	2.4 recognizes when comprehension breaks down, self-correct;
2.5 makes connections to text;	2.5 connects text to self, text to text, text to world;	2.5 recognizes background knowledge increases comprehension;
2.6 makes predictions;	2.6 revises and explains predictions;	2.6 justifies predictions;
2.7 generates and answers questions;	2.7 generates and answers literal and higher order questions;	2.7 generates and answers complex literal and higher level questions;
2.8 explains a series of events;	2.8 explains a series of events to draw conclusions;	2.8 explains a series of events to hypothesize/justify conclusions;
2.9 identifies main ideas and supporting details;	2.9 summarizes main ideas and details;	2.9 summarizes by distinguishing main ideas;

2.10 makes inferences;	2.10 makes and justifies inferences;	2.10 makes and justifies complex inferences;
2.11 identifies and use text features;	2.11 analyzes text features;	2.11 analyzes and evaluates relevant text features;
2.12 compares and contrasts information;	2.12 compares and contrasts information to draw a conclusion;	2.12 compares and contrasts across multiple texts;
2.13 identifies cause and effect;	2.13 explains cause and effect;	2.13 explains cause and effect across multiple texts;
2.14 recognizes author's purpose, point of view and language;	2.14 analyzes author's purpose and credibility and language use;	2.14 critiques author's purpose, points of view, language use and credibility;
2.15 sets goals.	2.15 sets and monitors goals.	2.15 sets and evaluates goals.

Montana K-12 Literature Performance Descriptors

3.1 identifies literary elements;	3.1 compares and contrasts literary elements;	3.1 analyzes literary elements;
3.2 explains language use and literary devices;	3.2 analyzes language use and literary devices;	3.2 evaluates language use and literary devices;
3.3 identifies characteristics of genre;	3.3 defines characteristics of genre;	3.3 analyzes and evaluates characteristics of genre;
3.4 identifies culture and history;	3.4 interprets influences of culture, history, and literature;	3.4 evaluates influence of culture, history, and literature;
3.5 compares personal experiences with literature;	3.5 compares a variety of perspectives in literature;	3.5 analyzes human experience in literature;
3.6 justifies personal responses to literature.	3.6 justifies personal ideas and feelings in response to literature.	3.6 supports critical and emotive responses to literature.

Montana K-12 Literature Performance Descriptors		
4.1 recognizes techniques and purposes used in media messages;	4.1 differentiates how techniques and technologies impact media messages;	4.1 evaluates techniques and technologies impact on meaning and effectiveness of media messages;
4.2 identifies sources of media messages;	4.2 analyzes credibility of media message sources;	4.2 evaluates credibility of media message sources;
4.3 identifies fact, fiction and opinion in media messages;	4.3 analyzes purpose of fact, fiction, opinion, bias and stereotypes in media messages;	4.3 evaluates impact of fact, fiction, opinion, bias and stereotypes in media messages;
4.4 recognizes proper use and creation of media messages;	4.4 applies proper use and creation of media messages;	4.4 applies and evaluates impact of proper use and creation of media messages;
4.5 recognizes guidelines for using and creating media messages;	4.5 applies guidelines for using and creating media messages;	4.5 applies and evaluates effect of guidelines when using and creating media messages;
4.5 recognizes consequences when using and creating media messages;	4.5 analyzes consequences when using and creating media messages;	4.5 evaluates consequences when using and creating media messages;
4.6 creates media messages;	4.6 creates and analyzes media messages;	4.6 creates and evaluates media messages;
4.7 recognizes that media embeds values and influences.	4.7 identifies how media embeds values and influences.	4.7 analyzes and evaluates how media embeds values and shapes perceptions.
Montana K-12 Writing Performance Descriptors		
5.1 identifies and uses the steps of the writing process;	5.1 applies the steps of the writing process;	5.1 applies the steps of the writing process, evaluates and refines writing;
5.2 selects topic and generates topic sentences;	5.2 selects topics and generates thesis;	5.2 selects topics and generates complex thesis;

5.3 develops main idea;	5.3 develops main idea using variety of details;	5.3 develops and elaborates upon main idea using variety of details;
5.4 organizes writing;	5.4 organizes writing using a progression of ideas;	5.4 organizes writing using transitions and progression of ideas;
5.5 identifies language choice and its impact;	5.5 demonstrates knowledge of language choice and its impact;	5.5 demonstrates control of language choice;
5.6 identifies and practices conventions;	5.6 applies conventions;	5.6 applies conventions;
5.7 identify purpose, audience, and format;	5.7 identify and describe purpose, audience, format, style, and tone;	5.7 evaluate the purpose and audience; select and use format, style, and tone;
5.8 identifies writing forms and genres;	5.8 analyzes characteristics of writing forms and genres;	5.8 uses a variety of forms and genres and evaluate effectiveness of form and genre;
5.9 maintains focus of topic in writing;	5.9 sustains focus of topic in writing;	5.9 maintains focus of topic in written work with complex ideas;
5.10 uses information problem-solving process;	5.10 uses information problem-solving process;	5.10 conducts research using information problem-solving process;
5.11 uses information legally;	5.11 uses information legally;	5.11 follows copyright laws;
5.12 sets goals for writing;	5.12 sets goals and monitors writing;	5.12 set goals and evaluates writing;
5.13 recognizes and uses writing to think and reflect.	5.13 uses writing to think and learn.	5.13 selects and uses writing to think and learn.

EXECUTIVE SUMMARY

DATE: NOVEMBER 2009

- PRESENTATION:** Progress Report and Recommendations for Schools in an Intensive Assistance Cycle Due to Continuing or Serious Deviations
- PRESENTER:** Al Mc Milin
Accreditation Unit Manager
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) a progress report and recommendations regarding schools that have been in an intensive assistance cycle either in 2007-2008 or 2008-2009 due to continuing or serious deviations. The schools have all developed corrective plans approved by the BPE to address the deviations.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** The state superintendent of public instruction provides annual recommendations to the BPE for accreditation status determinations for all Montana accredited schools. Over the past two years the state superintendent and the Office of Public Instruction accreditation staff have worked with the BPE to develop and implement a process that will address these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. See the attached, "Accreditation Response Options for Continuing or Serious Deviations."
- RECOMMENDATION(S):** Action



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

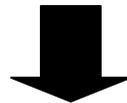
opi.mt.gov

Fall - 2009

RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

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



STEP 2 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

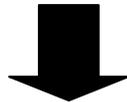
STEP 3 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



STEP 4 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



STEP 5 - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



STEP 6 - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education
July 16, 2009**

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
November 13, 2009 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources - Personnel actions	Gettel	3 min
3. School Improvement - Update on strategic planning process - Update on 5 Year Comprehensive Education Plan development process	Gettel	10 min
4. Professional Development Activities - Update on in-service training - Conference attendance	Informational	
5. MSDB Foundation Activities - Summary of September Board meeting	Informational	
6. Meetings and contacts	Informational	
7. Budget and Finance - Update on budget	Sykes	3 min
8. Facilities and Safety - Update on maintenance projects	Sykes	3 min
9. School Calendar of Events	Informational	
10. Student News	Informational	
11. Public Comment for Non Agenda Items		