

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

January 8 – 9, 2009

FRONT STREET LEARNING CENTER
815 Front Street
Helena, MT

January 8, 2009 - Thursday
1:30 p.m.

CALL TO ORDER

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

PUBLIC COMMENT

CONSENT AGENDA

- a. Items Pulled from Consent Agenda if Requested

INFORMATION ITEMS

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

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

BOARD OF PUBLIC EDUCATION APPEARANCES

Item 2 **EXECUTIVE SECRETARY’S REPORT**

LEARNING FIRST ALLIANCE
Steve Meloy

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

Item 3 **CSPAC REPORT**
Peter Donovan

❖ **REPORTS – Patty Myers (Items 4 – 8)**

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**
Jan Lombardi

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

- Item 8 **INDIAN EDUCATION REPORT**
Mandy Smoker Broaddus
- ❖ **MACIE LIAISON – Cal Gilbert (Item 9)**
- Item 9 **MACIE ANNUAL REPORT**
Norma Bixby
- ❖ **KINDERGARTEN TO COLLEGE WORKGROUP – Steve Meloy (Item 10)**
- Item 10 **KINDERGARTEN TO COLLEGE WORKGROUP REPORT**
Bernie Olson
- ❖ **LEGISLATIVE COMMITTEE – Bernie Olson (Item 11)**
- Item 11 **LEGISLATIVE UPDATE**
Steve Meloy
- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 12 - 16)**
- Item 12 **CONFUCIUS INSTITUTE**
Honorable Bob Brown

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January 9, 2009 – Friday
TIME CERTAIN 8:00 a.m. – 10:00 a.m. CAPITOL

DISCUSSION ITEMS

- Item 13 **BOARD OF EDUCATION UNIFIED BUDGET DISCUSSION WITH THE JOINT APPROPRIATION SUBCOMMITTEE ON EDUCATION**
Board of Education

IMMEDIATELY FOLLOWING ITEM 13 MEETING WILL CONTINUE AT THE FRONT STREET LEARNING CENTER

- Item 14 **MT CIRCLE OF AMERICAN MASTERS POSTERS**
Beck McLaughlin, Education & Web Services Director, MT Arts Council
- Item 15 **COLLEGE READINESS REPORT AND MUSWA INVITATION**
Dr. Jan Clinard, Director of Academic Initiatives, OCHE
- Item 16 **TRANSPORTATION ANNUAL REPORT**
Maxine Mougeot
- ❖ **LICENSURE COMMITTEE – Angela McLean (Items 17 - 20)**
- Item 17 **SCHOOL NURSING SERVICES IN MONTANA**
Sue Buswell, RN, MS, NCSN
- Item 18 **REQUEST FOR NEW PROGRAMS – ROCKY MOUNTAIN COLLEGE PROPOSES ADDING PROGRAMS FOR ENDORSEMENTS IN ENGLISH EDUCATION MINOR AND A READING MINOR**
Dr. Barbara Vail and Dr. Linda Vrooman Peterson

Item 19 **REQUEST FOR NEW PROGRAMS – MONTANA STATE UNIVERSITY-
BILLINGS PROPOSED ADDING PROGRAMS FOR ENDORSEMENTS IN
BROADFIELD SCIENCE, POLITICAL SCIENCE, PERMISSIVE
COMPETENCIES FOR EARLY CHILDHOOD AND EDUCATIONAL
TECHNOLOGY**
Dr. Linda Vrooman Peterson

Item 20 **CHAPTER 57 REVISIONS**
Peter Donovan and Kim Warrick

❖ **GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Item 21)**

Item 21 **NCLB UPDATE**
Nancy Coopersmith

❖ **DISTANCE LEARNING TASK FORCE – Dr. Kirk Miller (Item 22)**

Item 22 **CLASS 8 IMPLEMENTATION REPORT**
Peter Donovan and Dr. Linda Vrooman Peterson

❖ **ASSESSMENT COMMITTEE- Sharon Carroll (Item 23)**

Item 23 **ASSESSMENT UPDATE**
Judy Snow

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.

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 24)**

Item 24 **BPE STRATEGIC PLANNING 2008-2013**
Steve Meloy

❖ **LICENSURE COMMITTEE – Angela McLean (Item 25)**

Item 25 **REQUEST FOR NOTICE OF PUBLIC HEARING – CHAPTER 57**
Peter Donovan and Kim Warrick

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 26 - 29)**

Item 26 **ALTERNATIVE TO STANDARD REQUESTS**
Dale Kimmet

Item 27 **REPORT ON 2007-2008 SCHOOL IMPROVEMENT PLANS**
Dale Kimmet

DISCUSSION ITEMS (Possible Action)

Item 28 **BROCKTON PUBLIC SCHOOLS**
Steve Meloy and Sammy Nygard, Chairperson

Item 29 **FRAZER PUBLIC SCHOOLS**
Steve Meloy and Rita Talks Different, Chairperson

INFORMATION ITEM

❖ **MSDB LIAISON – Patty Myers (Item 30)**

Item 30

**MSDB COMMITTEE MEETING REPORT
Steve Gettel**

PRELIMINARY AGENDA ITEMS – March 12-13, 2009

Front Street Learning Center - Helena

Executive Secretary Performance Evaluation & Contract Extension Discussion
MSDB Superintendent Performance Evaluation & Contract Extension Discussion
Establish Executive Staff Salaries
CSPAC/BPE Joint Meeting
Annual CSPAC Report
Annual School Food Services Report
Assessment Update
Accreditation Recommendations
NCLB Update
Alternative Standards Requests & Renewals
MACIE Update

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

November 6-7, 2008

CAPITOL BUILDING
Room 137
Helena, MT

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

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:40 a.m. State Superintendent Linda McCulloch led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers presented State Superintendent Linda McCulloch and Deputy Superintendent Bud Williams marbled engraved letter openers in appreciation of their leadership for the education on behalf of Montana students. Congratulations were extended to Ms. Linda McCulloch on becoming the Montana Secretary of State.

CONSENT AGENDA

Ms. Patty Myers noted the following changes to the agenda: Item 6, Governor's Office Report was moved to Friday; Item 16, MSDB Committee Meeting Report was moved to Friday after Item 17; and Item 3, CSPAC Bylaws (Action) and Item 27, Revise Annual Agenda Calendar were deleted. Others indicated time conflicts on additional agenda items. Ms. Patty Myers asked for the leeway to adjust the agenda as necessary to meet the accommodations. In addition, she noted that the motion that occurred at the September 11-12, 2008 meeting to appoint Mr. Bernie Olson to the K-College Workgroup should have been a recommendation, but the minutes reflected correctly what occurred at the meeting.

Items Pulled from Consent Agenda if Requested

Executive Secretary Steve Meloy requested to pull the financial report from the consent agenda. He pointed out the 2% over expenditure according to the elapsed time as a result of the NASBE dues. Mr. Steve Meloy also noted the reorganization that occurred moving into one program with three different orgs.

MOTION: Mr. Storrs Bishop moved to accept the consent agenda as amended. Mr. Bernie Olson seconded. Motion passed unanimously.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Dr. Kirk Miller, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, and Student Representative Ms. Katie Wood. 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 at the meeting included: State Superintendent Linda McCulloch, Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns, and Ms. Jan Lombardi represented Governor Schweitzer. Visitors in attendance at the meeting included Mr. Bud Williams, Deputy Superintendent, OPI; Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Eric Feaver, MEA-MFT; Mr. Dale Kimmel, Accreditation Specialist, OPI; Mr. Al McMilin, Educator Quality Program Specialist, OPI; Mr. Bill Sykes, MSDB; Mr. Steve Gettel, Superintendent, MSDB; Mr. Marco Ferro, MEA-MFT; Ms. Kim Warrick, Middle School/At-Risk Specialist, OPI; Ms. Colet Bartow, Library Media/Information Literacy Specialist, OPI; Mr. Michael Hall, Curriculum and Instruction Unit Manager, OPI; Mr. Darrell Rud, SAM; Ms. Cathy

Kendall, Health Enhancement Division, OPI; Ms. Kris Wilkinson, LFD; Mr. Bob Vogel, MTSBA; Mr. Willy Schauman, Accreditation Accountability, OPI; Ms. Madalyn Quinlan, Chief of Staff, OPI; Dr. Bruce Messinger, Superintendent of Helena School District; Mr. Dave Puyear, MREA; Mr. Joe Furshong, Helena School District; Mr. Marvin Williams, Helena School District; Ms. Penelope Strong, Attorney; Mr. Bob Runkel, OPI; Mr. Daniel Bowerly, teacher; Ms. Kathleen Magone, Attorney, OPI; Mr. Andrew Huppert, Attorney, OPI; Mr. T.J. Eyer, OPI; Mr. Brad Eldredge, OCHE; Dr. Stanley Rabinowitz, WestEd; Ms. Judy Snow, State Assessment Director, OPI; Ms. Susan Bailey-Anderson, Unit Manager – Special Ed Professional Development, OPI; and Dr. Susan Brookhart.

PUBLIC COMMENT

Items are presented in the order in which they appeared.

INFORMATION ITEMS

Item 1 CHAIRPERSON'S REPORT - Patty Myers

Ms. Patty Myers extended sincere congratulations to Mr. Peter Donovan for being honored with the Governor's Award of Excellence. Ms. Patty Myers attended the following since the last Board of Public Education meeting:

- October 16, 2008 Teacher of the Year Banquet – Missoula, MT
- October 16 - 17, 2008 MEA-MFT Conference – Missoula, MT
- October 29, 2008 MSDB Committee Meeting – Great Falls, MT
- October 30, 2008 Blue Ribbon School Celebration – Great Falls, MT

MATH AND SCIENCE INITIATIVE

Ms. Patty Myers and Ms. Sharon Carroll have agreed to participate in the Math and Science Initiative. The National Association of State Universities and Land-Grant Colleges (NASULGC) has proposed a collaborative of member institutions to increase the number, diversity, and quality of science and mathematics teachers prepared annually to meet needs as the nation and the state strive to sustain the desired quality of life and global competitiveness. The national challenge is to determine the actual and developing need in the state and putting a straightforward plan of action together to address the identified need. The initiative will help find ways to ensure retention of current and future teachers for long-term success and develop innovative pedagogies and materials to enhance any success.

BOARD OF PUBLIC EDUCATION APPEARANCES

Ms. Angela McLean

- September 26, 2008 Board of Regents Meeting – Butte, MT
- September 26, 2008 Educator's Forum – Helena, MT
- October 16, 2008 Teacher of the Year Banquet – Missoula, MT
- October 16 – 17, 2008 MEA-MFT Conference – Missoula, MT
- October 25, 2008 WMC-UM Accreditation Review – Dillon, MT

Dr. Kirk Miller

- September 26, 2008 Educator's Forum – Helena, MT
- October 3, 2008 MCEL Presentation Conference Call Planning Meeting
- October 15 – 16, 2008 MCEL – Billings, MT
- October 16 – 19, 2008 NASBE Annual Conference – Alexandria, VA
- October 20, 2008 Class 8 Implementation Working Group Conference Call

Ms. Sharon Carroll

- October 16, 2008 Teacher of the Year Banquet – Missoula, MT
- October 16 – 17, 2008 MEA-MFT Conference – Missoula, MT

Mr. Bernie Olson

- September 15, 2008 MSDB Foundation Meeting – Great Falls, MT
- October 29, 2008 MSDB Committee Meeting Conference Call

Mr. Cal Gilbert

- October 29, 2008 MSDB Committee Meeting Conference Call

Ms. Katie Wood

- October 20 – 22, 2008 State Student Council Convention – Belgrade, MT

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- September 17, 2008 Chapter 57 Working Meeting
- September 30, 2008 MT Learning First Alliance Meeting
- October 2, 2008 LFD Budget Meeting
- October 2, 2008 Class 8 Implementation
- October 9, 2008 Healthy Schools Network
- October 9, 2008 LFD Performance Subcommittee
- October 10, 2008 Class 8 Implementation Plan Working Session
- October 10, 2008 MT School Nurses Association
- October 15 – 18, 2008 NASBE Annual Conference – Alexandria, VA
- October 20, 2008 Class 8 Implementation Working Group Conference Call
- October 23 – 24, 2008 CSPAC and Joint CSPAC/Council of Deans – Missoula, MT
- October 29, 2008 MSDB Committee Conference Call
- November 5, 2008 MT Learning First Alliance Meeting
- November 7, 2008 Legislative Audit Division Meeting

Mr. Steve Meloy extended his thanks to the Board of Public Education Members for all of their participation and involvement in the committees they represent. The work that they do is greatly appreciated and certainly recognized.

The Board of Public Education completed its audit for the two fiscal years ended June 30, 2008 with two recommendations: Record expenditures related to rent and payroll in the proper year according to state accounting law and policy; and implement procedures for monitoring and testing its internal control procedures. Mr. Steve Meloy reported to address these recommendations: The Board of Public Education will receive a monthly bill directly from the landlord rather than the Office of the Commissioner of Higher Education and the Board will work with the Montana School for the Deaf and Blind to address assessing each other's internal control procedures.

Mr. Steve Meloy presented the Board with a copy of the draft strategic planning document for 2008-2013. Ms. Patty Myers requested that the Board members review and provide Mr. Meloy with some specific feedback as a homework assignment.

LFD PERFORMANCE MEASURES

Each agency is required to complete the Performance Measurement Report from the Legislative Fiscal Division. Due to the partnership with the Office of Public Instruction, legislative performance measures 1a, 1b, and 1c are almost complete. Legislative performance measure 2 states: "Monitor All Content and Performance Standards – 100 percent of schools will be in compliance by the Board of Public Education's March meeting each year as measured by the Annual Accreditation Process; Appendix E-1 of the Montana School Accreditation Standards and Procedures Manual. The Legislative Fiscal Division's narrative states that a progress report is needed. The comments state: "The agency appears to be on track with the performance measures for revising and monitoring standards in Math, Library Media, Technology, Distance Learning, and Teacher Licensure. However, additional work needs to be completed for the accreditation standards. Some of the data requested by Dr. Kirk Miller was included in this performance report. This data shows that slightly more than one-half of the public school students

were served by schools with some level of accreditation issues in 2007-08 (Regular w/Deviations, Advice, or Deficiency). What is not addressed by this performance report is the strategy that the Board of Public Education will employ or recommends be employed to reduce non-compliance accreditation and work towards its goal of 100 percent compliance. The Legislative Fiscal Committee may wish to request a follow up report from the agency that addresses ongoing accreditation issues and how these issues can best be resolved." Mr. Steve Meloy will draft a narrative to the committee explaining the complexities of this measure. Ms. Angela McLean requested that the Board of Public Education compile a database that would contain some of the following information: The accreditation request; the action of the Board; the number of students impacted, the school impacted; and the size of the school. This will ensure consistency and have the information readily available to the Board at each meeting. Mr. Steve Meloy expressed his caution about tying funding to standards.

LEARNING FIRST ALLIANCE

Mr. Peter Donovan and Mr. Steve Meloy continue to attend the Learning First Alliance meetings and are participating in a subgroup to set up some bylaws to determine the purpose of the alliance. This needs to be accomplished before the Board of Public Education becomes committed. A draft of the Montana Learning First Alliance Constitution was provided. Some purposes of the alliance mentioned were: Receive and administer general and special grants; disseminate research results; promote a full exchange of information; and promote the leadership and strengthening general education programs. Some alliance members to date include: American Association of College for Teacher Education; American Association of School Administrators; American Association of School Personnel Administrators; American Federation of Teachers; American School Counselor Association; National Association of State Boards of Education; National School Boards Association; National Association of Elementary School Principals; National Association of Secondary School Principals; and more.

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan reported that the Mansfield Center at the University of Montana in Missoula has been designated one of about 200 Confucius Institutes in over 50 countries and regions around the world by the Office of Chinese Language Council, PRC. The Language Council provides limited funding to Confucius Institutes to enable them to develop programs for K-12 educational systems in Chinese language, culture, and history. Mr. Bob Brown has offered to present to the Board of Public Education at a future meeting if interested. The Board requested that Mr. Donovan ask Mr. Brown to make a presentation during the BPE meeting in January 2009.

Mr. Peter Donovan provided additional information to the Board in regard to the School Staffing Module which is the data project that is being coordinated by the Office of Public Instruction. Ms. Elizabeth Keller, Ms. Linda Atwood, and Mr. Peter Donovan have submitted a grant application to the Council of Chief State School Officers (CCSSO). The CCSSO is offering small grants to states in the Data Quality Standards Project. This project provides funds for states to participate in personnel exchanges. If the grant is approved, then they will be able to travel to Oregon to review the school staffing database which appears to have the features that the state of Montana is hoping to incorporate in the Montana School Staffing Module. Ms. Madalyn Quinlan provided more information during Item 22 of this meeting.

Some topics discussed at the Joint CSPAC/Council of Deans Meeting on October 23, 2008 included the following: Math/Science Initiative; perception of teacher shortages; transferability of credits between state universities and universal course numbering; and Chapter 57.

CSPAC BYLAWS (Action)

Ms. Patty Myers pulled the CSPAC Bylaws action item and Item 27 from the November 2008 BPE meeting. Mr. Steve Meloy stated that these items were on the agenda because the legislative audit inquired about the creation of advisory councils MCA 2-15-122(10) that states "an advisory council may not be created to remain in existence longer than 2 years after the date of its creation or beyond the period required to receive federal or private funds, whichever occurs later, unless extended by the appoint authority in the manner set forth in subsection (1). If the existence of an advisory council is extended, the appointing authority shall specify a new date, not more than 2 years later, when the

existence of the advisory council ends and file a record of the order in the office of the governor and the office of the secretary of state. The existence of any advisory council may be extended as many times as necessary." The auditors contacted their attorney and determined that this didn't apply to the Board of Public Education and CSPAC, but the auditors never relayed that determination back to the Board. CSPAC believed its bylaws needed to be changed and the Board of Public Education believed that it needed to take action to extend CSPAC and continue to do so every two years. Mr. Eric Feaver stated that CSPAC was created by legislative action and therefore does not need to be renewed every two years pursuant to MCA 2-15-122(10). Discussion continued about whether or not MACIE would fall under the renewal of MCA 2-15-122(10). State Superintendent Linda McCulloch stated that she would gather the history of MACIE to present to the Board of Public Education.

INTERPRETER WORKGROUP

The Certification Standards and Practices Advisory Council along with the Office of Public Instruction called together the Sign language Interpreters' Working Group Meeting on October 8, 2008. Mr. Peter Donovan explained that before placing the language into Administrative Rules of Montana (ARM) format, the group would have to review the rules, discuss the proficiency on the (Educational Interpreter Performance Assessment (EIPA), and look at the potential access to training. The chair of the workgroup, Dr. Doug Reisig will revise the proposed rules with the suggested changes and present to the next Interpreter Workgroup meeting on November 14, 2008. Mr. Donovan believed that the workgroup would be coming to the Board soon with a recommendation.

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

Dr. Mary Sheehy Moe, Deputy Commissioner for Two-Year Education, announced her excitement in the Board of Public Education being involved in the Math and Science Initiative. The Office of the Commissioner of Higher Education continues to work on developing common course numbers for 12 disciplines by the time the legislature reconvenes in January 2009. If a course has been determined to be equivalent they will have the same title and number. This is part of the transfer initiative and the ones completed can be found on the Commissioner of Higher Education's website at <http://mus.edu/transfer/index2.asp>.

Dr. Mary Sheehy Moe departed at 10:35 a.m.

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

State Superintendent Linda McCulloch expressed her appreciation to the Board of Public Education for the relationships developed within the last 8 years and the Board's vigilance for its leadership in being mindful of its constitutional duties. She continued to say that Montana's education system will remain in good hands with the Board of Public Education, the Office of Public Instruction with Ms. Denise Juneau at the helm, and all of the educational partners.

State Superintendent Linda McCulloch provided the Board with the highlights of her activities for September and October. In addition, she provided information on the following: Read for the Record Montana; Huntley Project High School Donations; Warren Miller Freedom Foundation Program; 2008 Blue Ribbon Schools; Healthier U.S. Schools; 2009 Youth Risk Behavior Survey (YRBS); New Fresh Fruit and Vegetable Program; Free Fire Prevention and Safety Interactive CD; AIM Montana Edition Training; AIM-Fall Attendance Collection from October 6 to October 24, 2008; MAEFAIRS Fall Enrollment Count; AIM and MAEFAIRS; October 20-24 is School Bus Safety Week; Rigorous Core Brochure; 2008 Facts about Montana Education; 2009 Montana Teacher of the Year; NBC Teacher Stipends; Milken Educator Award; Centennial Bell Award; Presidential Awards for Excellent in Mathematics and Science Teaching; 2008 Montana Student Mock Election; Montana School Directory; October JUMP Newsletter; English Language Proficiency Assessment, and Montana Cover Story.

A schedule of site reviews of Montana Professional Education Units was presented according to the National Council for Accreditation of Teacher Education (NCATE) and State Professional Education Unit Reviews.

- October 5-8, 2008 Completed MSU-Bozeman State Review and anticipates presentation of the exit report to BPE in January 2009
- October 25-29, 2008 Completed NCATE/State Joint Review at UM-Western and anticipates presentation of the exit report to BPE in March 2009
- April 14-17,2009 State Review at MSU-Northern
- Fall 2009 Focused State Review at Salish Kootenai College
- Spring 2010 NCATE/State Joint Review at MSU-Billings

INDIAN EDUCATION REPORT

State Superintendent Linda McCulloch reported on the following items: Grants for Professional Development; Indian Education for All Professional Development at MEA-MFT Educators Conference; Call to Greatness IV; and New Tribal History Document. Other topics included under the Indian Education for All Ongoing Initiatives from July 2007 to November 2008: Ready-To-Go IEFA Professional Development Grants 2008; Montana University System Teacher Education Professional Development Grants 2008; Indian Education for All Museum Educator Best Practices Program II; Indian Education for All Museum Educator Best Practices Program: A "Museum-Educator Best Practices Handbook"; and Montana Council for Teacher of Mathematics (MCTM) and Montana Science Teachers Association (MSTA).

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

Ms. Katie Wood attended the State Student Council Convention in Belgrade, Montana, October 20-22, 2008. Approximately \$22,000 was raised and donated to the Make-a-Wish Foundation; workshops were very interesting; and speakers, such as the Lieutenant Governor, were terrific. Elementary students were able to leave their "print" on a tile for the new dinosaur park that is located between Bozeman and Belgrade. Ms. Nancy Coopersmith and Ms. Gale Kramlick from the Office of Public Instruction worked with Ms. Katie Wood to put the Student Representative's Survey Report on the OPI website.

Item 8 SCHOOL WELLNESS REPORT - Cathy Kendall, Bob Vogel, and Steve Meloy

For several years the Office of Public Instruction (OPI) has collaborated with the Montana School Boards Association (MTSBA) and the Board of Public Education (BPE) through the Healthy Schools Network to support health and wellness initiatives. During 2007 and 2008 these groups have been involved with the Montana Team Asthma project to inform and provide technical assistance to school districts to encourage creation of asthma-friendly environments. The report described the completed activities and the plans for the next 12-18 months. The second topic addressed indoor air quality and the potential for providing technical assistance and resources to schools through partnership with the Children's environmental Health Network, Department of Environmental Quality and the Federal Environmental Protection Agency.

Ms. Cathy Kendall distributed a resource guide titled [Creating Asthma Friendly Schools in Montana](#). Significant pages mentioned by Mr. Bob Vogel were: p. 7 the Montana Authorization to Possess or Self-Administer Asthma, Severe Allergy, or Anaphylaxis Medication; p. 8, the Montana Student Asthma Action Plan; and p. 10, the Montana School Board Association Model Asthma/Allergy Medication Policy. These documents outline the responsibilities of administering medications. The resource guide was attached to a clip board that lists the steps in responding to an exercise induced asthma attack.

Ms. Cathy Kendall stated that two pilot training programs for school office staff have been set up in Havre and Great Falls, Montana. The attendance exceeded the expectations. She stressed that the office staff is usually the first resource because the chances of the school nurse actually being available in the school at the time during an emergency is slim. Mr. Steve Meloy notified the Board that Ms. Sue Buswell, R.N., M.S. will be presenting at the January Board of Public Education Meeting to discuss the issue of Montana school districts being under served by nurses. Other topics discussed were airflow systems and other environmental issues.

State Superintendent Elect Denise Juneau arrived at 11:45 a.m.

- November 2008 1st Progress Report to BPE
- February 2009 2nd OPI On-Site Team Visit
- March 2009 2nd Progress Report to BPE
- April 2009 3rd OPI On-Site Team Visit
- May 2009 3rd Progress Report to BPE
- July 2009 Final BPE Action if all accreditation standards have been met
- August 2009 School Opens

The Culture of Lone Peak High School and the Grassroots Grow a High School documents were distributed to the Board. Dr. Kirk Miller stressed that the Lone Peak High School is very student centered; he supports their work towards accreditation and believes that Bozeman will recover from the loss of students to its district.

Item 11 REGIONAL EDUCATION SERVICE AREAS REPORT - Susan Bailey-Anderson and Al McMilin

This presentation provided to the Board of Public Education an update on the development of regional education service areas for Montana. This ongoing project has been supporting the development of five regional educational service areas in Montana that will address the challenges and limitations that are presented by the geographic size and rural nature of Montana to the effective and efficient delivery of these high-quality professional development opportunities. Each area represents a partnership between major professional development providers. These partnerships include institutions of higher education, non-profit educational professional organizations, curriculum consortiums, collaboratives organized under special education’s Comprehensive System of Personnel Development (CSPD), and major school districts. To date, three regional service areas are operational.

- Region 5 - Western Montana – Comprehensive System of Personnel Development (WM-CSPD)
- Region 2 - Montana North Central Educational Service Region (MNCESR)
- Region 3 – Southern Montana Alliance for Resources and Training (SMART)

Pamphlets were distributed on the operational regional services listed above. Discussion ensued about the need to provide legislators with this information to let them know what is being done to streamline professional development services. Ms. Nancy Coopersmith requested that the Board of Public Education stand shoulder to shoulder in the upcoming legislative hearings to seek additional funding for regions 1 and 4. Other topics included the level of conductivity in the regions and whether or not this will help address schools not meeting the accreditation standards.

Item 12 WEB-BASED FIVE-YEAR COMPREHENSIVE EDUCATION PLAN UPDATE - Willy Schauman, Michael Hall, and Al McMilin

The Office of Public Instruction provided to the Board of Public Education a demonstration of the Web-based Five-Year Comprehensive Education Plan (5YCEP). The development, testing, production, and evaluation of this new format continues to gain momentum. OPI anticipates the launch of the Web-based 5YCEP early in 2009. With support and guidance from OPI, Montana districts, and schools will complete the Web-based 5YCEP by December 31, 2009.

The 5YCEP process helps to ensure “continuous education improvement” in every school district across Montana. First and foremost the process relies on relevant data for districts and schools to set and measure clear goals to improve achievement of all students.

The ultimate goal of the 5YCEP will be reached when districts and schools develop, implement, and evaluate a single, comprehensive education improvement plan that includes state and federal programs. The Office of Public Instruction and the Board of Public Education continue to work toward this goal: A district and school focused, single, comprehensive education improvement plan that improves teaching and learning for all.

The next steps for the Office of Public Instruction:

- Finalize the Web-base 5YCEP

- Test – OPI staff
- Test – Volunteer school district personnel
- Conduct “How to” workshops using face-to-face, videoconference, video streaming, Adobe connect
- Launch Web-based 5YCEP
- Develop and deliver technical assistance to support the completion of the 5YCEP by December 31, 2009
- Provide ongoing support

The Web-based 5YCEP is organized around the 9 Correlates of Effective Schools Research. The Correlates are organized under three categories: Academic Performance, Learning Environment, and Efficiency. Completion of the 5YCEP will be done at the three category levels, as well as the nine correlates. The sub-correlate level is where the district and school data is provided. The new program has three types of data. Most of the data is pre-filed through the Office of Public Instruction databases. Some of the data needs to be provided by the school/district and can be uploaded.

In the past districts had to manually enter this information, the document 5YCEP would be completed and collect dust on the shelf. Now it is being used as a digital tool that acts as a living document that promotes productivity, communication, and coordination with other district plans. The document is available online 24/7 to allow for modification as needed and promotes usability. Discussion ensued about keeping school districts informed in regard to whether or not they need to complete the effectiveness report. Mr. Al McMilin stated that the effectiveness report needs to be completed until the Web-based Five-year Comprehensive Education Plan is completely in effect.

DISCUSSION ITEMS

Item 13 STANDARDS/CURRICULUM PROGRESS REPORT - Michael Hall

The curriculum specialists in the Curriculum and Instruction Unit are actively working with standards, model curriculum and professional development. A few examples of their work include: providing leadership and facilitating the process to revise the Montana K-12 content standards and performance descriptors; providing the professional development implementation levels for the standards; and the development of the Essential Learning Expectations.

Mr. Michael Hall, Technology Specialist indicated that the primary work focus for the Essential Learning Expectations (ELEs) for the Technology standards are to complete the draft standards by December 2008 and the Gifted Education services through the Response to Intervention is under development. Ms. Colet Bartow, Library Media/Information Literacy Specialist stated that the ELEs for Library Media/Information Literacy standards are expected to be completed by December 2008. Ms. Kim Warrick, Middle School/At-Risk Specialist addressed that the middle grades publication is currently being disseminated, middle grades through high schools Response to Intervention is underway, and is working with the National Association of Middle Schools to bring middle grades specific professional development to Montana teachers.

Mr. Michael Hall presented the primary work focus for the remaining Curriculum and Instruction Specialist for those who either couldn't attend or haven't been hired at this time.

- Ms. Katie Burke, Science Specialist – ELEs for Science K-12 revisions to the draft are expected to be completed by December 2008 and level 1 workshop training of trainers is being done regionally
- Ms. Jean Howard, Mathematics – Focus groups have been completed and nominations are currently being selected for the writers in the revision process for the Mathematics Content Standards and the work on the revisions will begin November 14, 2008
- Ms. Julie Ferro, Consultant for Communication Arts – Communication Arts Standards revisions are beginning in November by holding focus groups and with the recruitment of writers. The anticipated beginning work on the revision is January 2009

- Recruitment continues for the Early Childhood Education and Communication Arts Specialist
- A completed draft of the Montana Full-Time Kindergarten Model Curriculum was distributed to the Board and at the Second Annual Full-Time Kindergarten Conference in August 2008

The specialists want to be in the field to ask and answer questions to meet the needs for educators. Ms. Angela McLean requested that the specialist keep civic education and a curriculum related to those with disabilities in the forefront of discussions.

Item 14 NO CHILD LEFT BEHIND ACT REPORT - Nancy Coopersmith

The report included the findings of the U.S. Department of Education April 2008 on-site review of the Office of Public Instruction ESEA Title II, Part A program and Office of Public Instruction's response to the findings. Ms. Nancy Coopersmith expressed her pride in the Office of Public Instruction, the Board of Public Education, educational partners, and Montana educators. She then referred to a letter dated May 22, 2008 to State Superintendent Linda McCulloch from James Butler, the group leader of the Teacher Quality Programs from the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs, that stated "the [US] Department [of Education] has identified areas in which further action is required. Of particular concern is that Montana has not assessed the highly qualified status of special education teachers who teach core content classes, as required by both NCLB and IDEA, and the State indicated in its December 2008 Consolidated State Performance Report submission that the reported data did not include core academic subject classes taught by special education teachers. As a consequence, the data that the State has reported to the Department and to the public are inaccurate, parents may not have been properly notified when their children have been taught by teachers who are not highly qualified, and Montana may not have correctly applied accountability provisions in districts that have not met HQT goals."

The monitoring report from OPI dated April 8-9, 2008 concerning the Highly Qualified Teachers and Improving Teacher Quality State Grants (ESEA Title II, Part A) were distributed. Ms. Nancy Coopersmith went through every critical element that had the status of "Finding" or "Recommendations" and described the requirement for each. A document was provided that described Montana's plan and timeline to address each critical element. Discussion ensued about the state's recourse, continued high levels of student achievement, notifying parents and schools, banding together with western states to share resources, hindering the confidence in public education, and the Friedman Foundation's Survey on school choice.

In conclusion, a letter dated July 14, 2008 from State Superintendent Linda McCulloch to the U.S. Secretary of Education Margaret Spellings was distributed. The letter was to request an approval of flexibility under Section 9401 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act. The proposal was to permit the State of Montana, given its uniquely rural character, to apply on a statewide basis the flexibility extended by the Secretary of Education's letter of March 31, 2004, to school districts eligible under the Small Rural School Achievement (SRSA) program on a nation-wide basis.

Item 15 2008 NASBE ANNUAL CONFERENCE - Dr. Kirk Miller and Steve Meloy

Mr. Steve Meloy notified the Board that the current NCSBE President that served in 2008-2009 exercised her option to serve the second year of her presidency. Mr. Meloy graciously agreed and will serve the 2009-2010 term. Some points addressed were: Alaska, difficulty meeting the requirements of NCLB; Utah, addressing ethic code violations; Rhode Island, budget reductions; Wyoming, experiencing a 25% dropout rate; Delaware, moving to on-line formative assessments; and Mississippi, striving to reduce the dropout rate by 13% by 2013. A handout was distributed concerning *Student Free Speech*. Dr. Kirk Miller stated that the general session speakers were outstanding. A breakout session that Dr. Kirk Miller referred to was conducted by Mr. Frank Phillip, CCSSO, who talked about summative and formative assessment that is on target with our work on assessment. Dr. Kirk Miller came away from that session with an analogy that stated the difference between summative and formative assessment is the difference between an autopsy versus a physical. The summative assessments are after the fact, you are dead and

an autopsy is needed to identify what are the causes of death. Formative assessments are like physicals that are preventative in nature to evaluate and adjust what can be done to prevent the end result of an autopsy. In conclusion, Dr. Kirk Miller cast the NASBE election of officers vote on behalf of the Board per directed.

5:30 p.m. Meeting concluded for the day

November 7, 2008 – Friday

8:30 a.m.

Deputy Superintendent Bud William represented State Superintendent Linda McCulloch

8:35 a.m. meeting resumed

Item 17 TWO-YEAR EDUCATION REPORT: THE NEW TECH PREP – A HIGH SCHOOL/COLLEGE SUCCESS STORY - Mary Sheehy Moe, Bob Runkel, T.J. Eyer, and Brad Eldredge

Dr. Mary Sheehy Moe, Mr. Bob Runkel, Mr. T.J. Eyer, and Mr. Brad Eldredge stated that Montana is creating the Next Generation of Career and Technical Education, a system of high quality educational options that will support a skilled and competitive workforce for the 21st Century. The key activities underway in Montana to implement the federal Carl D. Perkins Career and Technical Education Act of 2006, a source of approximately \$6 million in federal funds for Career and Technical Education (CTE) offered in school districts and two-year colleges in Montana. Under this new State Plan for CTE, over time many of the Montana's CTE offerings will be merged into new "Big Sky Pathways" – model programs of study that include academic and CTE content and that connects to Montana's two-year postsecondary institutions and also its state university programs. In addition, during implementation of the new Perkins Act, all CTE programs (at the high school and postsecondary levels) will benefit from upgraded curriculum, high quality technology, and ongoing training to help CTE teachers demonstrate excellence in their knowledge of current industry standards and good teaching practices. Tech Prep will be shifted from a regional service area approach to having a single Tech Prep Consortium with statewide activities around six broad career fields. Members of the consortium will focus on developing model *Big Sky Pathways* that will be adopted by partners in the consortium, and will also be available for use by other school districts and two-year postsecondary institutions within Montana.

The Montana Office of the Commissioner of Higher Education (OCHE) and the Montana Office of Public Instruction (OPI) are working closely on joint program development and oversight. The agencies are creating a joint leadership structure ("*the State CTE Executive Leadership Team*") to provide ongoing review of state activities and progress in improving CTE programs. This joint leadership structure will be informed by the ongoing involvement of a newly formed *State CTE Advisory Committee*.

The state plan for implementation of the Perkins Act focused on the following issues:

- *Implementing Career and Technical Education Plans of Study;*
- *Re-organizing Tech Prep to Support Big Sky Pathways;*
- *Strengthening Accountability for Results;*
- *Assessing Career and Technical Skills;*
- *Integrating Academic and CTE Skills and Knowledge;*
- *Transforming Professional Development, Recruitment and Retention of CTE Teachers;*
- *Ensuring Effective Instruction and Strategies for Special Populations; and*
- *Connecting CTE to Employers and Workforce Priorities.*

The implementation of the Perkins Act by Montana's CTE teachers, faculty members and administrators is a key element to building a skilled and competitive workforce in Montana. Montana's state agencies responsible for CTE are committed to providing the leadership, support and professional development to help CTE educators succeed in this endeavor.

8:50 a.m. Ms. Jan Lombardi arrived

Big Sky Pathways 101 was a PowerPoint that was presented to the Board. The Big Sky Pathway Model will be available on the Office of Public Instruction's website February 15, 2009.

The Montana State Executive Leadership Team (SELT) includes the following: Dr. Mary Sheehy Moe, OCHE; Mr. Bob Runkle, OPI; Mr. Brad Eldredge, OCHE; Mr. T.J. Eyer, OPI; Ms. Jane Karas, FVCC; and Mr. John Cech, Billings COT. Mr. T. J. Eyer stressed that it is a federal requirement for schools who receive Carl Perkins funding to have at least one plan of study. Each school must submit an application and supply evidence of the tech prep program. He also wants to ensure that the size of school doesn't affect its access to this tech prep program. Common course number was discussed in support of this effort.

9:15 a.m. Dr. Mary Sheehy Moe departed

Item 18 ASSESSMENT SURVEY REPORT - Stanley Rabinowitz

This report presented the results of the statewide survey of educators to identify needs for state and local assessment. Ms. Judy Snow introduced Dr. Stanley Rabinowitz from WestEd, a nationally recognized independent organization that leads in standards, assessment, accountability development, and evaluation in over half of the United States. Dr. Rabinowitz presented the Future of the Montana Comprehensive Assessment System (MONTCAS): Results of a Statewide Survey. He reviewed the survey process, survey structure, demographic results, CRT Program Results; and Formative Results. Dr. Rabinowitz stated the following conclusions:

- Demographics: Response to the survey was large and demographically diverse, representing the geographic breadth of Montana and a range of school types and roles in education. However, because of the voluntary, on-line administration process, the sample is certainly not random and cannot be assumed to be fully representative of the state's population. Thus, results must be generalized with caution.
- CRT Program: The respondents reported themselves to be highly familiar with the various components and feature of the CRT program, less so with the CRT-Alt. Moderate satisfaction was found with the existing program. Little support was found to expand the program into additional content areas. No consensus emerged on possible next steps as the CRT program evolves.
- Formative Assessment: The respondents reported significant activity around the state over the past several years. They indicated support for more professional development opportunities and for dissemination of best practices and item banks. Little desire was expressed for a formal state role in monitoring local formative assessment practices.

The next steps are to discuss findings around the state, delve more deeply into reasons for satisfaction and dissatisfaction, develop policies to increase satisfaction from current moderate level, and greater support for local formative assessment activities. Discussion ensued about when high school math assessments should be given, writing assessment, formative assessment, and professional development. In conclusion, Dr. Rabinowitz addressed a balance assessment system that has a formal accountability role for the state test, the CRT in its current or future form, and then the Board and OPI should provide guidance and resources for local follow-up based on the valid and reliable information of the CRT accountability program. Dr. Kirk Miller referred to the NRT as the "autopsy that explains assessment of" and the CRT that is more like the "physical". The Board needs to define "assessment for" and should incorporate formative assessment.

Item 19 NORM-REFERENCE TEST (NRT) DATA ANALYSIS REPORT - Sue Brookhart

This report provided an analysis of seven years of Norm-Reference Test (Iowa Tests) data. Ms. Judy Snow introduced Dr. Susan Brookhart to present the Skill Level Results for Montana ITBS and ITED: 2001-2007 for Grades 4, 8, and 11. The Montana Office of Public Instruction requested analysis of the

skill level results for the Iowa Tests taken by Montana students in grades 4, 8, and 11 from 2001-2007, in five subjects and reference skills, to determine patterns by grade in performance over time and to inform policymakers regarding areas of strength, weakness, and growth in content area strands. Fifty skills in Grade 4, 54 skills in Grade 8, and 28 skills in Grade 11, in Reading, Language Arts, Mathematics, Science, Social Studies, and Reference Materials, were described in this report. The Technical Report and its Appendix provided the details. The news is generally excellent. The following table summarized the performance.

Summary of Skill Levels and Trends 2001 - 2007

Trend 2001-2007	Much Above Norm (by .40 S.D. or better)	Above Norm (by .10 - .39 S.D.)	At Norm
Increasing	Grade 4-5 skills	Grade 4 – 15 skills Grade 8 – 4 skills Grade 11 – 1 skill	Grade 4 - 2 skills
Stable	Grade 4 – 6 skills Grade 11 – 9 skills	Grade 4 – 19 skills Grade 8 – 35 skills Grade 11 – 7 skills	Grade 8 – 14 skills Grade 11 – 5 skills
Decreasing	Grade 11 – 4 skills	Grade 4 – 3 skills Grade 8 – 1 skill Grade 11 – 2 skills	

Dr. Brookhart stated the following points in regard to all three grades (4, 8, and 11):

- Montana students scored above the norm on most skills (84% of the 132 skills tested).
- Montana students' skills were mostly stable from 2001 to 2007 (72% or increasing (20%). Only 8% of tested skills decreased.
- Diving skills crassly into “good news” and “acceptable” – with “good news” skills being anything much above the norm, or anything above the norm that is stable or increasing, and “acceptable” skills being those above the norm but decreasing or at the norm, an interesting pattern emerges. The “acceptable” skills totaled only 27 out of 132 (21%), and *all but three* of those were rote or mechanics-type skills (spelling, capitalization, punctuation, math computation) that are not well aligned with the Montana Content and Performance Standards.
- The skills measured by the ITBS and ITED represent a subset of the educational goals embodied in the Montana Content and Performance Standards. The content area where the ITBS and ITED aligned best was Mathematics. The content area where the ITBS and ITED aligned least was Language Arts; tested skills were mostly about the mechanics of writing and editing.

In conclusion, Dr. Brookhart recommends that OPI investigate two questions:

1. From a curriculum perspective, it would be useful to understand what caused the dramatic increase in Grade 4 mathematics skills. What happened in Grade 4 mathematics, beginning in 2004-2005?
2. From a curriculum perspective, it would be useful to understand why most of the skills for which Montana students are “merely” at the norm were rote memory and mechanics skills. Does this represent a curriculum philosophy of encouraging higher order thinking and subordinating mechanical skills? Does this represent the effects of the Montana Content Standards on curriculum choices? Or is it merely how students with overall above-the-norm scholastic aptitudes test out? More information about how the Montana Content Standards are being used might help with this question.

Discussion centered on answering the first question as the result of implementing the CRT.

The Assessment Task Force announced the following members at the BPE's September 2008 meeting:

Sharon Carroll scarroll@midrivers.com

Cindy Quade	cquade_98@yahoo.com
Bobbie Barrett	barrettb@wfps.k12.mt.us
Josh Middleton	josh_middleton@laurel.k12.mt.us
Cal Gilbert	cal_gilbert@gfps.k12.mt.us
Gail McGregor	mcgregor@ruralinstitute.umt.edu
Madalyn Quinlan	mquinlan@mt.gov
Bud Williams	budwilliams@mt.gov
Judy Snow	jsnow@mt.gov

Ms. Annette Moody from Hardin, MT replaced Ms. Cindy Quade on the Assessment Task Force. The next meeting will be held November 24, 2008.

PUBLIC COMMENT

The Capitol's bell rang for 60 seconds to honor Ms. Joanne Berry for receiving the 19th Montana Statehood Centennial Bell Award that acknowledged her significant contribution to her students' understanding and appreciation of Montana history. Ms. Joanne Berry and her 7th grade students from Moore, MT were welcomed and congratulated by the Board of Public Education.

Item 20 PROGRESS ON CLASS 8 IMPLEMENTATION PROCESS - Linda Vrooman Peterson, Bud Williams, and Peter Donovan

At the September Board of Public Education meeting it adopted into Administrative Rules of Montana the Class 8 Dual Credit-Only Postsecondary Faculty License. This presentation provided to the Board information relating to the implementation of this new rule. The Office of Public Instruction established the Class 8 Implementation Advisory Committee. Deputy Superintendent of Public Instruction Bud Williams serves as chairman of the Advisory Committee. The Class 8 Implementation Advisory Committee will provide advice to the Office of Public Instruction about the process for implementing and administering the Class 8 License. Members of the Implementation Advisory Committee includes: Larry Baker, Montana Council of Deans of Education; Lynette Zuroff, Montana Council of Deans of Education; Jane Karas, Flathead Valley Community College; Tom Gibson, Office of the Commissioner of Higher Education; Darrell Rud, School Administrators of Montana; Janet Thomson, Montana Association for Supervision and Curriculum Development; Dan Zorn, School Administrators of Montana; Dave Puyear, Montana Rural Education Association; Marco Ferro, MEA-MFT; Lance Melton, Montana School Boards Association; Bob Vogel, Montana School Boards Association; and Kirk Miller, Board of Public Education. The Class 8 Dual Credit-Only Postsecondary Faculty License Application will require the following areas:

- Verification of Employment Eligibility
- Character and Fitness Information
- Evidence of Eligibility for Licensure and Endorsement(s)
- Evidence of meeting or exceeding the requirements of ARM 10.58.501

INFORMATION ITEM

Item 16 MSDB COMMITTEE MEETING REPORT - Steve Gettel

1. Student Enrollment/Evaluation
2. Human Resources
 - Personnel actions
3. School Improvement
 - Update on strategic planning process
 - Update on other program issues
4. Professional Development Activities
 - Update on in-service training
5. MSDB Foundation Activities
 - Update on activities
6. Conferences, Meetings, and Contacts
7. Budget and Finance
 - Update on budget

- 8. Facilities and Safety
 - Update on maintenance projects
- 9. School Calendar of Events
- 10. Student News

ACTION ITEMS

Item 23 ALTERNATIVE TO STANDARD REQUESTS - Al McMilin and Dale Kimmet

This presentation provided to the Board of Public Education for consideration of the Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by State Superintendent Linda McCulloch. The following five-year renewal alternative standard application represents the Bozeman Public School District in Gallatin County with the six following schools that have been evaluated in accordance with ARM 10.55.604:

Emily Dickinson	K-5	Current Enrollment:	504
Hawthorne	K-5	Current Enrollment:	314
Irving	K-5	Current Enrollment:	299
Longfellow	K-5	Current Enrollment:	324
Morning Star	K-5	Current Enrollment:	532
Whittier	K-5	Current Enrollment:	310

Mr. Al McMilin stressed that the Bozeman Elementary counseling model continues to be a comprehensive and multi-faceted approach to providing the necessary components of an elementary counseling program. The district’s K-5 guidance curriculum adequately addresses the components of the School Counseling Program Delivery Standards. The delivery model addresses the delivery standards’ components dealing with individual and group counseling, crisis and intervention counseling, and consultation services for staff. The review team did identify three areas for recommendations and follow-up:

1. It was not clear how the district was assessing the overall effectiveness of the program. The central office did have data for individual schools in a variety of areas but no process to pull it together to look at the program in total. The district needs to develop a comprehensive process to assess and evaluate the program.
2. The assignment of staff with counseling duties should reflect the “need” in a given school not just the enrollment numbers. Whittier was one example. Based on the demographics of the school and the comments from the principal and staff regarding need, the team believes that the school was “underserved.”
3. There needs to be continuing emphasis with staff on the referral process itself. The impression from discussions with some teachers was that they had concluded services that were stretched to the limit; therefore, there was no point in referring a student. This meant that the counseling support system might be unaware of the need for more staffing and services.

The district is addressing each of these recommendations. The team further recommends that a follow-up visit be made in the spring of 2010 to review progress being made in each of these areas. In conclusion, the State Superintendent recommended the approval of the alternative standard request because the proposal meets or exceeds the current standard.

MOTION: Mr. Storrs Bishop moved to approve the Five-Year Alternative Standard request renewal for Bozeman Public Schools in Gallatin County because it meets or exceeds the current standard. Mr. Cal Gilbert seconded. Motion passed unanimously. Board member Dr. Kirk Miller recused himself from the vote.

Mr. Dale Kimmet presented the Initial Alternative Standard Application representing Helena Public Schools in Lewis & Clark County with the following eleven schools that have been evaluated in accordance with ARM 10.55.604:

Broadwater School	K-5	Current Enrollment:	260
Bryant School	K-5	Current Enrollment:	259
Central School	K-5	Current Enrollment	295
Four Georgians	K-5	Current Enrollment	512
Hawthorne School	K-5	Current Enrollment	246
Jefferson School	K-5	Current Enrollment	234
Jim Darcy School	K-5	Current Enrollment	270
Kessler School	K-5	Current Enrollment	221
Rossiter School	K-5	Current Enrollment	459
Smith School	K-5	Current Enrollment	305
Warren School	K-5	Current Enrollment	260

An attachment was included that illustrates the FTE summary for the Helena Elementary Counseling Program. The school's counseling program addresses the School Counseling Program Area Standards. The developmental component is accomplished through the use of Second Step, bullying and other safety programs during classroom instruction by the counselors. Group and individual counseling and the use of outreach programs are utilized for crisis intervention. Good lines of communication enhance collaboration between staff and counselors. Many other points were made to support meeting or exceeding the current standard. Mr. Dale Kimmet stressed that the team believes the district needs to develop a comprehensive process to assess and evaluate the program. They have agreed to do so and the team will review this component as part of the required on-site visit during the second year (2009-2010) of this initial application process. The State Superintendent recommended the approval of the alternative standard request.

MOTION: Mr. Storrs Bishop moved to approve the Initial Alternative Standard request for Helena Public Schools in Lewis & Clark County because it meets or exceeds the current standard 10.55.710 in regard to school counseling. Ms. Angela McLean seconded. Motion passed unanimously.

Item 24 PROGRESS REPORT AND RECOMMENDATIONS FOR ON-SITE ACCREDITATION VISITS FOR SCHOOLS WITH CONTINUING SERIOUS ACCREDITATION DEVIATIONS - Al McMilin and Dale Kimmet

This presentation provided to the Board of Public Education a progress report and recommendations regarding on-site accreditation visits for schools with continuing serious accreditation deviations. Remaining report: Cheyenne Tribal Schools. Included was a copy of the completed improvement plan being recommended for approval. In addition, the Accreditation Division reviewed the Annual Data Collection reports for all schools in this category just prior to the Board's meeting to assess the progress each of the schools identified under this category and the progress each is making toward accomplishing its respective improvement plan. These schools include: Valier (all schools), Frazer (all schools), Mount Ellis Academy, Lustre Christian High School, Brockton, and Cheyenne Tribal Schools.

An outlying issue remains to be that the State Superintendent of Public Instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently, and with intention toward continuous education improvement? The State Superintendent follows the process approved by the Board to address ongoing accreditation deviations.

Mr. Dale Kimmet stated that Lustre Christian High School and the Cheyenne Tribal Schools have cleared up their unlicensed positions. It was noted that the superintendent at Northern Cheyenne Tribal School is a licensed principal with a Class 3 license. As a private school, Cheyenne Tribal Schools do not have to have an administrator licensed as a superintendent. Mr. Dale Kimmet continued to state that Valier, Frazer, Mount Ellis Academy, and Brockton continue to have licensure issues and they have until December 1, 2008 to correct these issues. Valier hasn't been in compliance for the past 4 years. If the licensure issues are not cleared up by that date, OPI would like permission to notify the school administrator and the chairperson of the board of the deficient school to appear before the Board of

Public Education at its January 2009 meeting. The Office of Public Instruction will be in contact with the Executive Secretary and/or the Chair of the Board.

MOTION: Mr. Storrs Bishop moved to approve the State Superintendent's recommendation to request that the school administrator and the chairperson of the board of the schools in continuing deviations be required to appear before the Board of Public Education at the January 8-9, 2009 meeting. Ms. Sharon Carroll seconded. Motion passed unanimously.

Dr. Kirk Miller departed at 12:45 p.m.

INFORMATION ITEM

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

Some of the many activities that Ms. Jan Lombardi mentioned she and the Governor have been involved with during the last couple of months included: Placed geo signs for the Math and Science Initiative; visited Huntley High School and Anaconda High School; Fairfield High School received a grant for installing a wind turbine to generate electricity for a barn; celebrated an all weather sports complex in Corvallis; worked with the Montana University System to launch the Montana Green Project; worked with the Washington Foundation on strategies for early childhood; annual report on the best and brightest; K-College meeting on December 9, 2008; Children in Nature Summit; and more. Ms. Patty Myers presented the Governor's office with Christmas wreath ornaments made on recycled paper to place on the trees at the Capitol, which the theme is "A Tree for Every Troubled Nation." Many well wishes to Governor Schweitzer for his re-election.

Mr. Storrs Bishop departed at 1:00 p.m.

ACTION ITEM

Item 22 CRITICAL QUALITY EDUCATOR SHORTAGES REPORT - Madalyn Quinlan

In 2007, the Montana Legislature approved the creation of a Quality Educator Loan Assistance Program.

The program was implemented for the first time in the 2007-2008 school year. As part of the ongoing implementation of the program, Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to identify:

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

Quality educators working in schools that are identified as impacted schools and teaching in licensure or endorsement areas that are impacted by critical quality educator shortages are eligible for loan repayment assistance.

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

This agenda item included a summary of the program implementation for the 2007-2008 school year and an updated annual listing for the 2008-2009 school year.

The Office of Public Instruction requested a bill to be drafted for the 2009 legislative session to define "quality educator" as a full-time equivalent educator, as reported to the Superintendent of Public Instruction for accreditation purposes in the current year. (LC 0375) This remains to be an outlying

issue.

In 2007-2008, Montana school districts reported 1,800 vacancies for all education fields and reported a total of 506 vacancies in these ten areas:

Education Fields Impacted by Critical Quality Educator Shortages in 2007-2008

Rank	Education Field	Total Vacancies	Percent Difficult or Very Hard to Fill	Weighted Score	Total FTE Employed
1	Special Educ.	107	64%	68	887
2	Music	74	73%	54	364
3	Mathematics	71	59%	42	570
4	School Counselor	48	57%	27	451
5	Speech/Language Pathologist	27	100%	27	178
6	Science	54	48%	26	491
7	Library Media	33	75%	25	381
8	World Languages	33	72%	24	156
9	Art	31	62%	19	222
10	Business	28	64%	18	157

The education fields impacted by critical quality educator shortages have not varied much in the past five years. An analysis of the responses to the Personnel Recruitment and Retention Report over the past five years shows nine of the ten fields as the most critical shortage areas. Art is new to the list for 2007-2008. Ms. Madalyn Quinlan requested the Board adopt the report as presented in order to publish. She also noted that April 1st through May 31st is the application timeline. The Office of Public Instruction is proposing legislation to move the eligibility from the previous school year to the present school year. OPI requested support from the Board. Discussion ensued about tracking the teachers who have received this assistance to determine the impact on recruitment and retention.

MOTION: Ms. Angela McLean moved to approve the November 2008 report to the Board of Public Education titled *Critical Quality Educator Shortages: Identification of Schools and Licensure and Endorsement Areas Impacted by Critical Quality Educator Shortages for the 2008-2009 school year.* Mr. Bernie Olson seconded. Motion passed unanimously. Mr. Storrs Bishop and Dr. Kirk Miller were absent from the vote.

DISCUSSION ITEM

Item 21 REQUEST FOR NEW PROGRAMS – ROCKY MOUNTAIN COLLEGE PROPOSES ADDING PROGRAMS FOR ENDORSEMENTS IN ENGLISH EDUCATION MINOR AND A READING MINOR - Linda Vrooman Peterson

The Office of Public Instruction introduced to the Board of Public Education a proposal from Rocky Mountain College to add an English education minor and a reading minor to its education curriculum. A letter received October 15, 2008 from Barbara J. Vail, Ph.D., Director of Education and Associate Academic Vice President, outlines the Rocky Mountain College proposal.

At the Board of Public Education meeting in January 2009, Dr. Barbara Vail will present the descriptions of the proposed programs including minor requirements, course syllabi, and a completed institutional report relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.509 English; ARM 10.58.521 Reading Specialist; and ARM 10.58.802 Standards for Approval.

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.

MEETING CLOSED FOR ITEMS 25 – 26

Closed Session at 2:15 p.m.

Item 25 PROPOSED FINDINGS – REVOCATION CASE BPE 2008-04 - Steve Meloy, Andrew D. Huppert, and Respondent

Opened Session at 3:25 p.m.

MOTION: Ms. Angela McLean moved to revoke the teaching license of BPE Case #2008-04 according to the hearing examiner's recommendation in the Findings of Fact, Conclusions of Law and Order dated October 16, 2008. Mr. Bernie Olson seconded. Motion passed unanimously. Mr. Storrs Bishop and Dr. Kirk Miller were absent from the vote.

Dr. Kirk Miller Returned at 3:30 p.m.

Closed Session at 3:30 p.m.

Item 26 HEARING - DENIAL CASE BPE 2008-08 - Steve Meloy and Andrew D. Huppert

Opened Session at 4:27 p.m.

MOTION: Ms. Angela McLean moved to uphold the Montana State Superintendent's recommendation to deny a Montana teaching license in the BPE Denial Case #2008-08. Dr. Kirk Miller seconded. Motion passed unanimously. Mr. Storrs Bishop was absent from the vote.

Item 27 REVISE ANNUAL AGENDA CALENDAR - Steve Meloy
Item is removed from the agenda.

PRELIMINARY AGENDA ITEMS

5 YCEP Process Update
Exiting Board Member – Last Meeting
Transportation Report
Assessment Update
NCLB Update
MACIE Annual Report
Report on Teacher Education Program
Chapter 57
Class 8 Licensure
Rocky Mountain College – New Programs

MOTION: Dr. Kirk Miller moved to adjourn the Montana Board of Public Education meeting at 4:45 p.m. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. Storrs Bishop was absent from the vote.

REPORT ID: MTGL0106-C
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: NOVEMBER 2009

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

PAGE NO. 1
 RUN DATE: 11/29/2008
 RUN TIME: 00:44:15

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
						42%	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	01100	9,459.60	44,070.88				44,070.88
61401 FICA	01100	696.77	3,258.39				3,258.39
61402 Retirement - Other	01100	158.46	727.09				727.09
61403 Group Insurance	01100	1,121.04	5,044.67				5,044.67
61404 Workers Compensation Insur	01100	134.16	624.28				624.28
61410 State Unemployment Tax	01100	52.02	242.38				242.38
61411 Teachers Retirement	01100	682.50	3,194.75				3,194.75
TOTAL 61400 Employee Benefits		2,844.95	13,091.56				13,091.56
TOTAL 61000 Personal Services		12,304.55	57,162.44				57,162.44
62102 Consult & Prof Services	01100		7.00				7.00
62104 Insurance & Bonds	01100		325.50				325.50
62108 Legal Fees & Court Costs	01100		361.20				361.20
62113 Warrant Writing Services	01100	4.75	21.71				21.71
62114 Payroll Service Fees	01100		38.00				38.00
62148 SABHRS Administrative Costs	01100	480.88	961.76				961.76
62174 Data Network Serv/D Of A	01100	15.00	60.00				60.00
62191 Printing/Other Provider	01100		96.55				96.55
62199 General	01100		800.00				800.00
TOTAL 62100 Other Services		500.63	2,671.72				2,671.72
62212 Photo & Reproduction	01100		470.12				470.12
62236 Ofc Supplies/Central Stores	01100		236.86				236.86
62241 Office Sup/Minor Equip-NonStat	01100	252.20	919.76				919.76
62280 Program Expense	01100	9.46	47.41				47.41
TOTAL 62200 Supplies & Materials		261.66	1,674.15				1,674.15
62304 Postage & Mailing	01100	23.90	341.51				341.51
62309 Advertising - Non Recruiting	01100	9.50	38.00				38.00
62319 Cellular Phones	01100	117.56	293.22				293.22
62370 Telephone Equip Chrg/D Of A	01100	75.00	300.00				300.00
62385 Long Distance Chrg/D Of A	01100	5.16	125.30				125.30
TOTAL 62300 Communications		231.12	1,098.03				1,098.03
62401 In-State Personal Car Mileage	01100	135.72	135.72				135.72
62404 In-State State Motor Pool	01100	54.90	183.60				183.60
62407 In-State Meals	01100	40.00	40.00				40.00
62408 In-State Lodging	01100	89.88	533.46				533.46
62410 In-State Meals Overnight	01100		120.00				120.00
62412 Out-Of-State Commercial Trans	01100		678.00				678.00
62489 Non-Employee In State Mileage	01100	2,038.24	5,985.06				5,985.06
62490 Non-Employee In State Meals	01100	301.00	1,125.00				1,125.00
62497 Non-Employee In-State Lodging	01100	873.61	3,366.11				3,366.11
TOTAL 62400 Travel		3,533.35	12,166.95				12,166.95
62512 Storage	01100		32.50				32.50
62528 Rent-Non Dept of Admin	01100	544.39	2,721.95				2,721.95
TOTAL 62500 Rent		544.39	2,754.45				2,754.45
62801 Dues	01100		10,679.50				10,679.50

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 42%	CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
62802 Subscriptions	01100		150.85				150.85
62817 Meetings/Conference Costs	01100	883.38	1,390.00				1,390.00
62888 Statewide Indirect Costs	01100	883.38	1,766.88				1,766.88
TOTAL 62800 Other Expenses			13,987.23				13,987.23
TOTAL 62000 Operating Expenses		5,954.53	34,352.53				34,352.53
TOTAL FUND 01100 General Fund		18,259.08	91,514.97				91,514.97
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		18,259.08	91,514.97				91,514.97
PART-B BUDGET REVENUE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	BALANCE		
512030 Accommodations Tax	01100	2009	200.00		200.00		200.00
TOTAL FUND 01100 General Fund			200.00		200.00		200.00
TOTAL PROGRAM 2009			200.00		200.00		200.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			200.00		200.00		200.00
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	BUDGET	ENCUMBERED	EXPENDED		%
62000 Operating Expenses	01100	2008		2,159.28-	2,159.28		
TOTAL SUB-CLS 235H1 ADMINISTRATION				2,159.28-	2,159.28		
TOTAL FUND 01100 General Fund				2,159.28-	2,159.28		
TOTAL PROGRAM 2008				2,159.28-	2,159.28		
61000 Personal Services	01100	2009	137,879.00	57,128.48	80,750.52		41
61000 Personal Services	01100	2009	1,970.17	33.96	1,936.21		2
61000 Personal Services	02122	2009	298.00		298.00		
61000 Personal Services	02122	2009	53.89		53.89		
TOTAL 61000 Personal Services			140,201.06	57,162.44	83,038.62		41
62000 Operating Expenses	01100	2009	81,400.00	34,352.53	47,047.47		42
TOTAL SUB-CLS 235H1 ADMINISTRATION			219,279.00	91,481.01	127,797.99		42
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)			1,970.17	33.96	1,936.21		2
TOTAL FUND 01100 General Fund			221,249.17	91,514.97	129,734.20		41
TOTAL SUB-CLS 235H1 ADMINISTRATION			298.00		298.00		
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)			53.89		53.89		
TOTAL FUND 02122 Advisory Council			351.89		351.89		
TOTAL PROGRAM 2009			221,601.06	91,514.97	130,086.09		41
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY			221,601.06	2,159.28-	93,674.25		41
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1761271	11/03/2008	000013	PPE 10/24/08 HV1 ON-CYCLE	4,727.00		
61101	PAY1761271	11/03/2008	000019	PPE 10/24/08 HV1 ON-CYCLE	2.80		

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

REPORT ID: MTGL0106-C
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: NOVEMBER 2009

ELAPSED TIME YTD: 42*

VENDOR NAME

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1766057	11/18/2008	000012	PPE 11/07/08 HW1 ON-CYCLE	4,727.00		
61101	PAY1766057	11/18/2008	000018	PPE 11/07/08 HW1 ON-CYCLE	2.80		
TOTAL	61101	Regular			9,459.60		
61401	PAY1761271	11/03/2008	000001	PPE 10/24/08 HV1 ON-CYCLE	348.18		
61401	PAY1761271	11/03/2008	000023	PPE 10/24/08 HV1 ON-CYCLE	0.22		
61401	PAY1766057	11/18/2008	000001	PPE 11/07/08 HW1 ON-CYCLE	348.16		
61401	PAY1766057	11/18/2008	000023	PPE 11/07/08 HW1 ON-CYCLE	0.21		
TOTAL	61401	FICA			696.77		
61402	PAY1761271	11/03/2008	000006	PPE 10/24/08 HV1 ON-CYCLE	0.05		
61402	PAY1761271	11/03/2008	000021	PPE 10/24/08 HV1 ON-CYCLE	79.18		
61402	PAY1766057	11/18/2008	000006	PPE 11/07/08 HW1 ON-CYCLE	0.05		
61402	PAY1766057	11/18/2008	000021	PPE 11/07/08 HW1 ON-CYCLE	79.18		
TOTAL	61402	Retirement - Other			158.46		
61403	PAY1761271	11/03/2008	000015	PPE 10/24/08 HV1 ON-CYCLE	0.35		
61403	PAY1761271	11/03/2008	000022	PPE 10/24/08 HV1 ON-CYCLE	560.17		
61403	PAY1766057	11/18/2008	000015	PPE 11/07/08 HW1 ON-CYCLE	0.35		
61403	PAY1766057	11/18/2008	000022	PPE 11/07/08 HW1 ON-CYCLE	560.17		
TOTAL	61403	Group Insurance			1,121.04		
61404	PAY1761271	11/03/2008	000002	PPE 10/24/08 HV1 ON-CYCLE	67.04		
61404	PAY1761271	11/03/2008	000003	PPE 10/24/08 HV1 ON-CYCLE	0.04		
61404	PAY1766057	11/18/2008	000002	PPE 11/07/08 HW1 ON-CYCLE	67.04		
61404	PAY1766057	11/18/2008	000003	PPE 11/07/08 HW1 ON-CYCLE	0.04		
TOTAL	61404	Workers Compensation Insur			134.16		
61410	PAY1761271	11/03/2008	000010	PPE 10/24/08 HV1 ON-CYCLE	0.01		
61410	PAY1761271	11/03/2008	000020	PPE 10/24/08 HV1 ON-CYCLE	26.00		
61410	PAY1766057	11/18/2008	000007	PPE 11/07/08 HW1 ON-CYCLE	0.01		
61410	PAY1766057	11/18/2008	000019	PPE 11/07/08 HW1 ON-CYCLE	26.00		
TOTAL	61410	State Unemployment Tax			52.02		
61411	PAY1761271	11/03/2008	000011	PPE 10/24/08 HV1 ON-CYCLE	341.06		
61411	PAY1761271	11/03/2008	000017	PPE 10/24/08 HV1 ON-CYCLE	0.19		
61411	PAY1766057	11/18/2008	000008	PPE 11/07/08 HW1 ON-CYCLE	341.06		
61411	PAY1766057	11/18/2008	000016	PPE 11/07/08 HW1 ON-CYCLE	0.19		
TOTAL	61411	Teachers Retirement			682.50		
62113	0001769072	11/25/2008	000001	Warrant Writing Services	4.75		
62148	0001769073	11/25/2008	000001	SABHRS Administrative Costs	480.88		
62174	0001769071	11/25/2008	000001	Data Network Serv/D Of A	15.00		
62241	ACC1769417	11/26/2008	000010	Refreshments	252.20	00002019	BOVEE FOOD SERVICE
62280	0001764024	11/12/2008	000004	Program Expense	9.46		
62304	ACC1765950	11/17/2008	000006	Meals, Postage	10.64	00002016	STEVE MELOY

ELAPSED TIME YTD: 42 3/4

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62304	0001769078	11/25/2008	000001	Postage & Mailing	13.26		
TOTAL	62304	Postage & Mailing			23.90		
62309	0001769071	11/25/2008	000002	Advertising - Non Recruiting	9.50		
62319	ACC1765950	11/17/2008	000007	Cell Phone	58.53	00001993	VERIZON WIRELESS SERVICES LLC
62319	ACC1765950	11/17/2008	000008	Cell Phone	59.03	00002015	VERIZON WIRELESS SERVICES LLC
TOTAL	62319	Cellular Phones			117.56		
62370	0001769071	11/25/2008	000003	Telephone Equip Chrg/D Of A	75.00		
62385	0001769071	11/25/2008	000004	Long Distance Chrg/D Of A	5.16		
62401	ACC1769417	11/26/2008	000011	Mileage, Meals	135.72	00002021	STEVE MELOY
62404	0001761967	11/05/2008	000002	In-State State Motor Pool	54.90		
62407	ACC1765950	11/17/2008	000009	Meals, Postage	12.00	00002016	STEVE MELOY
62407	ACC1769417	11/26/2008	000012	Mileage, Meals	28.00	00002021	STEVE MELOY
TOTAL	62407	In-State Meals			40.00		
62408	PRO1769697	11/26/2008	000001	HOLIDAY INN EXPRESS	89.88		
62489	ACC1763918	11/10/2008	000026	Mileage, Lodging, Meals	262.08	00002007	KATIE WOOD
62489	ACC1763918	11/10/2008	000027	Mileage, Lodging, Meals	224.64	00002008	BERNIE OLSON
62489	ACC1763918	11/10/2008	000028	Mileage, Lodging, Meals	111.16	00002009	KIRK MILLER
62489	ACC1763918	11/10/2008	000029	Mileage, Lodging, Meals	208.28	00002010	CAL GILBERT
62489	ACC1763918	11/10/2008	000030	Mileage, Lodging, Meals	583.84	00002011	SHARON CARROLL
62489	ACC1763918	11/10/2008	000031	Mileage, Lodging, Meals	184.88	00002012	ANGELA MCLEAN
62489	ACC1763918	11/10/2008	000032	Mileage, Lodging, Meals	129.88	00002013	STORRS BISHOP
62489	ACC1763918	11/10/2008	000033	Mileage, Meals	208.28	00002014	PATTY MYERS
62489	ACC1769417	11/26/2008	000013	Mileage, Lodging, Meals	125.20	00002020	BERNIE OLSON
TOTAL	62489	Non-Employee In State Mileage			2,038.24		
62490	ACC1763918	11/10/2008	000034	Mileage, Lodging, Meals	46.00	00002007	KATIE WOOD
62490	ACC1763918	11/10/2008	000035	Mileage, Lodging, Meals	58.00	00002008	BERNIE OLSON
62490	ACC1763918	11/10/2008	000036	Mileage, Lodging, Meals	29.00	00002009	KIRK MILLER
62490	ACC1763918	11/10/2008	000037	Mileage, Lodging, Meals	12.00	00002010	CAL GILBERT
62490	ACC1763918	11/10/2008	000038	Mileage, Lodging, Meals	75.00	00002011	SHARON CARROLL
62490	ACC1763918	11/10/2008	000039	Mileage, Meals	12.00	00002012	ANGELA MCLEAN
62490	ACC1763918	11/10/2008	000040	Mileage, Lodging, Meals	34.00	00002013	STORRS BISHOP
62490	ACC1763918	11/10/2008	000041	Mileage, Meals	12.00	00002014	PATTY MYERS
62490	ACC1769417	11/26/2008	000014	Mileage, Lodging, Meals	23.00	00002020	BERNIE OLSON
TOTAL	62490	Non-Employee In State Meals			301.00		
62497	ACC1763918	11/10/2008	000042	Mileage, Lodging, Meals	164.78	00002007	KATIE WOOD
62497	ACC1763918	11/10/2008	000043	Mileage, Lodging, Meals	164.78	00002008	BERNIE OLSON
62497	ACC1763918	11/10/2008	000044	Mileage, Lodging, Meals	82.39	00002009	KIRK MILLER
62497	ACC1763918	11/10/2008	000045	Mileage, Lodging, Meals	212.88	00002011	SHARON CARROLL
62497	ACC1763918	11/10/2008	000046	Mileage, Lodging, Meals	164.78	00002013	STORRS BISHOP
62497	ACC1769417	11/26/2008	000015	Mileage, Lodging, Meals	84.00	00002020	BERNIE OLSON

ACCOUNT	JRNL-ID	DATE	JRNL-LN DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
TOTAL	62497		Non-Employee In-State Lodging	873.61			42 ³
62528	0001760581	11/01/2008	000011 Rent-Non Dept of Admin	544.39			
62888	0001761965	11/05/2008	000001 Statewide Indirect Costs	883.38			
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS			18,259.08			

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: NOVEMBER 2009
 STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 100 - MT Commission on Teaching 01
 MGR NAME: MELOY,STEPHEN
 PAGE NO. 1
 RUN DATE: 11/29/2008
 RUN TIME: 00:44:15

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 42%
ACCOUNT						CURR+PRIOR
62493 Non-Employee Out State Lodging	08116		409.92			409.92
TOTAL FUND 08116 Montana Commission on Teaching			409.92			409.92
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY			409.92			409.92

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	42%
61101 Regular	02122	6,970.28	31,981.55			CURR+PRIOR	31,981.55
61301 Per Diem	01100	250.00	950.00				950.00
61401 FICA	02122	523.48	2,398.80				2,398.80
61402 Retirement - Other	02122	142.40	653.35				653.35
61403 Group Insurance	02122	1,238.96	5,575.33				5,575.33
61404 Workers Compensation Insur	02122	124.62	571.77				571.77
61410 State Unemployment Tax	02122	38.34	175.94				175.94
61411 Teachers Retirement	02122	468.40	2,149.19				2,149.19
TOTAL 61400 Employee Benefits		2,536.20	11,524.38				11,524.38
TOTAL 61000 Personal Services		9,756.48	44,455.93				44,455.93
TOTAL FUND 01100 General Fund		250.00	950.00				950.00
TOTAL FUND 02122 Advisory Council		9,506.48	43,505.93				43,505.93
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,756.48	44,455.93				44,455.93

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	%
61000 Personal Services	01100	2009	235H3	3,075.00		950.00	31
61000 Personal Services	02122	2009	235H1	103,692.00		43,422.94	42
61000 Personal Services	02122	2009	235H8	1,507.00		82.99	6
TOTAL 61000 Personal Services				108,274.00		44,455.93	41
TOTAL SUB-CLS 235H3 ADVISORY CNCL REIMB INC				3,075.00		950.00	31
TOTAL FUND 01100 General Fund				3,075.00		950.00	31
TOTAL SUB-CLS 235H1 ADMINISTRATION				103,692.00		43,422.94	42
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				1,507.00		82.99	6
TOTAL FUND 02122 Advisory Council				105,199.00		43,505.93	41
TOTAL PROGRAM 2009				108,274.00		44,455.93	41
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				108,274.00		44,455.93	41

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1761270	11/03/2008	000010	PPE 10/24/08 HV1 ON-CYCLE	3,353.86		
61101	PAY1761270	11/03/2008	000012	PPE 10/24/08 HV1 ON-CYCLE	6.22		
61101	PAY1761271	11/03/2008	000014	PPE 10/24/08 HV1 ON-CYCLE	125.06		
61101	PAY1766056	11/18/2008	000010	PPE 11/07/08 HW1 ON-CYCLE	3,353.86		
61101	PAY1766056	11/18/2008	000012	PPE 11/07/08 HW1 ON-CYCLE	6.22		
61101	PAY1766057	11/18/2008	000014	PPE 11/07/08 HW1 ON-CYCLE	125.06		
TOTAL 61101 Regular					6,970.28		
61301	ACC1763918	11/10/2008	000024	Per Diem	100.00	00002008	BERNIE OLSON
61301	ACC1763918	11/10/2008	000025	Per Diem	100.00	00002013	STORRS BISHOP
61301	ACC1769417	11/26/2008	000009	Per Diem	50.00	00002020	BERNIE OLSON
TOTAL 61301 Per Diem					250.00		
61401	PAY1761270	11/03/2008	000006	PPE 10/24/08 HV1 ON-CYCLE	252.17		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	61401	FICA			523.48		
61401	PAY1761270	11/03/2008	000015	PPE 10/24/08 HV1 ON-CYCLE	0.48		
61401	PAY1761271	11/03/2008	000008	PPE 10/24/08 HV1 ON-CYCLE	9.09		
61401	PAY1766056	11/18/2008	000006	PPE 11/07/08 HW1 ON-CYCLE	252.17		
61401	PAY1766056	11/18/2008	000013	PPE 11/07/08 HW1 ON-CYCLE	0.48		
61401	PAY1766057	11/18/2008	000010	PPE 11/07/08 HW1 ON-CYCLE	9.09		
TOTAL	61402	Retirement - Other			142.40		
61402	PAY1761270	11/03/2008	000005	PPE 10/24/08 HV1 ON-CYCLE	0.34		
61402	PAY1761270	11/03/2008	000014	PPE 10/24/08 HV1 ON-CYCLE	62.06		
61402	PAY1761271	11/03/2008	000016	PPE 10/24/08 HV1 ON-CYCLE	8.80		
61402	PAY1766056	11/18/2008	000008	PPE 11/07/08 HW1 ON-CYCLE	0.34		
61402	PAY1766056	11/18/2008	000015	PPE 11/07/08 HW1 ON-CYCLE	62.06		
61402	PAY1766057	11/18/2008	000017	PPE 11/07/08 HW1 ON-CYCLE	8.80		
TOTAL	61403	Group Insurance			1,238.96		
61403	PAY1761270	11/03/2008	000003	PPE 10/24/08 HV1 ON-CYCLE	1.76		
61403	PAY1761270	11/03/2008	000004	PPE 10/24/08 HV1 ON-CYCLE	588.24		
61403	PAY1761271	11/03/2008	000007	PPE 10/24/08 HV1 ON-CYCLE	29.48		
61403	PAY1766056	11/18/2008	000001	PPE 11/07/08 HW1 ON-CYCLE	1.76		
61403	PAY1766056	11/18/2008	000005	PPE 11/07/08 HW1 ON-CYCLE	588.24		
61403	PAY1766057	11/18/2008	000009	PPE 11/07/08 HW1 ON-CYCLE	29.48		
TOTAL	61404	Workers Compensation Insur			124.62		
61404	PAY1761270	11/03/2008	000001	PPE 10/24/08 HV1 ON-CYCLE	59.95		
61404	PAY1761270	11/03/2008	000013	PPE 10/24/08 HV1 ON-CYCLE	0.12		
61404	PAY1761271	11/03/2008	000005	PPE 10/24/08 HV1 ON-CYCLE	2.24		
61404	PAY1766056	11/18/2008	000002	PPE 11/07/08 HW1 ON-CYCLE	59.95		
61404	PAY1766056	11/18/2008	000014	PPE 11/07/08 HW1 ON-CYCLE	0.12		
61404	PAY1766057	11/18/2008	000004	PPE 11/07/08 HW1 ON-CYCLE	2.24		
TOTAL	61410	State Unemployment Tax			38.34		
61410	PAY1761270	11/03/2008	000007	PPE 10/24/08 HV1 ON-CYCLE	18.44		
61410	PAY1761270	11/03/2008	000011	PPE 10/24/08 HV1 ON-CYCLE	0.04		
61410	PAY1761271	11/03/2008	000009	PPE 10/24/08 HV1 ON-CYCLE	0.69		
61410	PAY1766056	11/18/2008	000007	PPE 11/07/08 HW1 ON-CYCLE	18.44		
61410	PAY1766056	11/18/2008	000011	PPE 11/07/08 HW1 ON-CYCLE	0.04		
61410	PAY1766057	11/18/2008	000011	PPE 11/07/08 HW1 ON-CYCLE	0.69		
TOTAL	61411	Teachers Retirement			234.06		
61411	PAY1761270	11/03/2008	000008	PPE 10/24/08 HV1 ON-CYCLE	234.06		
61411	PAY1761270	11/03/2008	000016	PPE 10/24/08 HV1 ON-CYCLE	0.14		
61411	PAY1766056	11/18/2008	000004	PPE 11/07/08 HW1 ON-CYCLE	234.06		
61411	PAY1766056	11/18/2008	000016	PPE 11/07/08 HW1 ON-CYCLE	0.14		
TOTAL	61411	Teachers Retirement			468.40		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				9,756.48		

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	ELAPSED TIME YTD:	PRIOR YEAR
					CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY						
62102	Consult & Prof Services		7.00		7.00	
62104	Insurance & Bonds		325.50		325.50	
62108	Legal Fees & Court Costs		1,117.20		1,117.20	
62113	Warrant Writing Services	4.75	21.68		21.68	
62114	Payroll Service Fees		38.00		38.00	
62148	SABHRS Administrative Costs	480.87	961.74		961.74	
62174	Data Network Serv/D Of A	15.00	60.00		60.00	
TOTAL	62100 Other Services	500.62	2,531.12		2,531.12	
62212	Photo & Reproduction		276.12		276.12	
62236	Ofc Supplies/Central Stores		344.43		344.43	
62241	Office Sup/Minor Equip-NonStat	18.00	296.88		296.88	
62280	Program Expense	9.45	47.38		47.38	
TOTAL	62200 Supplies & Materials	27.45	964.81		964.81	
62304	Postage & Mailing		254.35		254.35	
62309	Advertising - Non Recruiting	13.25	38.00		38.00	
62370	Telephone Equip Chrg/D Of A	9.50	300.00		300.00	
62385	Long Distance Chrg/D Of A	75.00	14.19		14.19	
TOTAL	62300 Communications	99.50	606.54		606.54	
62404	In-State State Motor Pool	189.41	189.41		189.41	
62407	In-State Meals		106.00		106.00	
62408	In-State Lodging	333.84	525.80		525.80	
62412	Out-Of-State Commercial Trans		30.00		30.00	
62417	Out-Of-State Meals		43.00		43.00	
62418	Out-Of-State Lodging		790.50		790.50	
62427	Commuter Allowance		52.75		52.75	
62485	NonEmployOutStateCommerc/Trans		1,294.28		1,294.28	
62489	Non-Employee In State Mileage		2,289.10		2,289.10	
62490	Non-Employee In State Meals		286.00		286.00	
62492	Non-Employee Out State Meals		65.13		65.13	
62493	Non-Employee Out State Lodging		908.09		908.09	
62497	Non-Employee In-State Lodging		1,165.99		1,165.99	
TOTAL	62400 Travel	523.25	7,746.05		7,746.05	
62512	Storage		32.50		32.50	
62528	Rent-Non Dept of Admin	544.38	2,721.90		2,721.90	
TOTAL	62500 Rent	544.38	2,754.40		2,754.40	
62801	Dues		400.00		400.00	
62802	Subscriptions		10.11		10.11	
62817	Meetings/Conference Costs	494.00	529.00		529.00	
62888	Statewide Indirect Costs	883.37	1,766.87		1,766.87	
TOTAL	62800 Other Expenses	1,377.37	2,705.98		2,705.98	
TOTAL	62000 Operating Expenses	3,072.57	17,308.90		17,308.90	
TOTAL	FUND 02219 Research Fund	3,072.57	17,308.90		17,308.90	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	3,072.57	17,308.90		17,308.90	

STATE OF MONTANA

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: NOVEMBER 2009

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	ELAPSED TIME YTD:	%
							BALANCE	
PART-B BUDGET EXPENSE ACCOUNT SUMMARY								
62000 Operating Expenses	02219	2008	235H5	6.55	210.90-	210.90		
TOTAL SUB-CLS 235H5 RESEARCH				34,146.00	210.90-	210.90		
TOTAL FUND 02219 Research Fund				34,152.55	210.90-	210.90		
TOTAL PROGRAM 2008								
61000 Personal Services	02219	2009	235F3	6.55				
61000 Personal Services	02219	2009	235H5	34,146.00			34,146.00	
TOTAL 61000 Personal Services				34,152.55			34,152.55	
62000 Operating Expenses	02219	2009	235H5	45,854.00		17,308.90	28,545.10	38
TOTAL SUB-CLS 235F3 FY2007 CARRYFORWARD				6.55			6.55	
TOTAL SUB-CLS 235H5 RESEARCH				80,000.00		17,308.90	62,691.10	22
TOTAL FUND 02219 Research Fund				80,006.55		17,308.90	62,697.65	22
TOTAL PROGRAM 2009								
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				80,006.55	210.90-	17,519.80	62,697.65	22

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
62113 0001769072 11/25/2008 000002 Warrant Writing Services	4.75		
62148 0001769073 11/25/2008 000002 SABHRS Administrative Costs	480.87		
62174 0001769071 11/25/2008 000005 Data Network Serv/D Of A	15.00		
62241 PRO1769697 11/26/2008 000005 THE PARROT	18.00		
62280 0001764024 11/12/2008 000005 Program Expense	9.45		
62304 0001769078 11/25/2008 000002 Postage & Mailing	13.25		
62309 0001769071 11/25/2008 000006 Advertising - Non Recruiting	9.50		
62370 0001769071 11/25/2008 000007 Telephone Equip Chrg/D Of A	75.00		
62385 0001769071 11/25/2008 000008 Long Distance Chrg/D Of A	1.75		
62404 0001761967 11/05/2008 000001 In-State State Motor Pool	189.41		
62408 PRO1769697 11/26/2008 000003 WINGATE INN OF MISSOULA	166.92		
62408 PRO1769697 11/26/2008 000004 WINGATE INN OF MISSOULA	166.92		
TOTAL 62408 In-State Lodging	333.84		
62528 0001760581 11/01/2008 000012 Rent-Non Dept of Admin	544.38		
62817 ACC1765950 11/17/2008 000010 Conference Fees	170.00	00002017	MONTANA SCHOOL BOARD ASSOCIATION
62817 ACC1769417 11/26/2008 000016 Registration	324.00	00002018	TE ANDREWS & ASSOCIATES
TOTAL 62817 Meetings/Conference Costs	494.00		

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: NOVEMBER 2009
 STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 50 - Research Program 01
 MGR NAME: MELOY,STEPHEN
 PAGE NO. 3
 RUN DATE: 11/29/2008
 RUN TIME: 00:44:15

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME ELAPSED TIME YTD: 42.3

62888 0001761965 11/05/2008 000002 Statewide Indirect Costs 883.37
 TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 3,072.57



Board of Public Education

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

BOARD MEMBERS

APPOINTED MEMBERS:

December 19, 2008

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Ms. Janet Erickson
Helena Middle School
1025 N Rodney
Helena, MT 59601

Dear Ms. Erickson:

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2008 "Hoops for Heart" Coordinator of the Year. Your continued commitment to Helena Middle School, as well as to the fitness of America's youth and well-being, is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Great Falls

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Katie Wood, Student Rep.
Laurel

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Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

December 19, 2008

Ms. Beth Mazanec
Capital High School
100 Valley Drive
Helena, MT 59601

Dear Ms. Mazanec:

On behalf of the Board of Public Education, I would like to congratulate you on being named Montana's Outstanding Music Educator by the National Federation of State High Schools. Your continued commitment to Capital High School, as well as your twenty-nine years as an educator, is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Laurel

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Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

December 19, 2008

Ms. Shelley Brown
Moore Public School
509 Highland
Moore, MT 59464

Dear Ms. Brown:

On behalf of the Board of Public Education, I would like to congratulate you on being named a 2008 Karen Cox Award recipient. Your continued commitment to Moore Public School, especially your pupils, is very much appreciated. Your commitment to the community of Moore is also appreciated, as well as inspiring.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
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Sharon Carroll
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Bernie Olson
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Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

December 19, 2008

Ms. Jamie Garvey
West School
502 Eights Avenue
Laurel, MT 59044

Dear Ms. Garvey:

On behalf of the Board of Public Education, I would like to congratulate you on being named a 2008 Karen Cox Award recipient. Your continued commitment to West Elementary School, especially your pupils, is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

December 17, 2008

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
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Katie Wood, Student Rep.
Laurel

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Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Sammy Nygard, Chairperson
Brockton Public Schools
P. O. Box 198
Brockton, MT 59213

Dear Mr. Nygard:

Pursuant to 20-2-121 (6) MCA, the Board of Public Education is responsible for establishing the accreditation status of every school in Montana in accordance with the provisions of 20-7-101 and 20-7-102. In this regard the Board recognizes a history of noncompliance with the Brockton School District dating back to 2002. Specifically, the deficiencies have been identified by the Office of Public Instruction as follows:

Brockton All Schools: SY 2002-2003 Deficiency Status

Loren Boadle & Aurelia Bets His Medicine do not have valid Montana teaching licenses.

Brockton 7-8, High School: SY 2003-2004 Deficiency Status

Lori Sande & Desiree Kim-Lambert do not have valid Montana teaching licenses.

Brockton All Schools: SY 2004-2005 Regular Status

All teachers licensed.

Brockton High School: SY 2005-2006 Deficiency Status

Dale C. Robertson does not have a valid Montana teaching license.

Brockton All Schools: SY 2006-2007 Regular Status

All teachers licensed.

The Office of Public Instruction received complaints indicating that the district had made substantial changes in programs and procedures following submission of the ADC that moved the district out of accreditation compliance: SY 2006-2007.

Barbara Gilligan School (Brockton Elementary): SY 2007-2008 Deficiency Status

Marilyn L. Leinen does not have a valid Montana teaching license. The district was placed on Schools in Need of Onsite Visit status. A visit occurred on April 14, 2008. All issues of concern had been corrected at that time, but Superintendent Whitesell was noticed that any future use of non-licensed teachers would result in a recommendation for a call before the Board of Public Education.

Brockton 7-8, High School: SY 2008-2009 ADC Indicates –

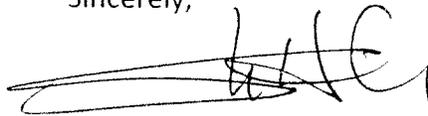
LeRiesa Zahn does not have a valid Montana teaching license.

The Board of Public Education hereby directs you to appear at its next regularly scheduled meeting on Friday, January 9, 2009 at the Front Street Learning Center, 815 Front Street, Helena, MT. The Board wishes to hear directly from you the reasons why your school district has been in noncompliance for the past 7 years. In addition, the Board requests the attendance of your superintendent.

The Board of Public Education takes very seriously its constitutional and statutory charge of assuring that our public schools meet and/or exceeds the accreditation standards to ensure a quality education for all students. It is because of these responsibilities the Board feels it necessary for you to appear and address the Board regarding the noncompliance of the Brockton School District as it considers the future of the accreditation status of the district.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Steve H. Meloy', with a large, sweeping flourish extending to the right.

Steve H. Meloy
Executive Secretary

Cc: Richard Whitesell, Superintendent



Board of Public Education

December 17, 2008

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
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Sharon Carroll
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Bernie Olson
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Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Rita Talks Different, Chairperson
Frazer Public Schools
P. O. Box 488
Frazer, MT 59225

Dear Ms. Talks Different:

Pursuant to 20-2-121 (6) MCA, the Board of Public Education is responsible for establishing the accreditation status of every school in Montana in accordance with the provisions of 20-7-101 and 20-7-102. In this regard the Board recognizes a history of noncompliance with the Frazer School District dating back to 2005. Specifically, the deficiencies have been identified by the Office of Public Instruction as follows:

Frazer Elementary, 7-8: 2005-2006 Deficiency Status

Andy Burbach does not have a valid Montana teaching license.
No improvement plan was submitted.

Frazer High School: 2005-2006 Deficiency Status

Andy Burbach & Rebecca K. Ginter do not have valid Montana teaching licenses.
No improvement plan was submitted.

Frazer Elementary, Frazer 7-8: SY 2006-2007 Deficiency Status

Roger White does not have a valid Montana teaching license.
No improvement plan was submitted.

Frazer Elementary: SY 2007-2008 Deficiency Status

Debra Lynn Wright does not have a valid Montana teaching license.

Frazer High School: SY 2007-2008 Deficiency Status

Neil Taylor does not have a valid Montana teaching license.

The district was placed on Schools in Need of Onsite Visit status. A visit occurred on April 14, 2008 and a subsequent visit on July 15, 2008 after the hiring of Superintendent Don Johnson. Superintendent Johnson was noticed that any future use of non-licensed teachers would result in a recommendation for a call before the Board of Public Education.

Frazer 7-8, High School: SY 2008-2009 ADC Indicates –

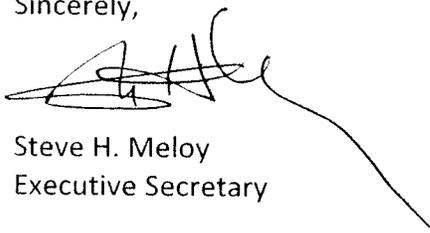
Harry Hatton & Ryon Steeley do not have valid Montana teaching licenses.

The Board of Public Education hereby directs you to appear at its next regularly scheduled meeting on Friday, January 9, 2009 at the Front Street Learning Center, 815 Front Street, Helena, MT. The Board wishes to hear directly from you the reasons why your school district has been in noncompliance for the past 4 years. In addition, the Board requests the attendance of your superintendent.

The Board of Public Education takes very seriously its constitutional and statutory charge of assuring that our public schools meet and/or exceeds the accreditation standards to ensure a quality education for all students. It is because of these responsibilities the Board feels it necessary for you to appear and address the Board regarding the noncompliance of the Frazer School District as it considers the future of the accreditation status of the district.

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

Sincerely,

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

Steve H. Meloy
Executive Secretary

Cc: Don Johnson, Superintendent

Will, Carol

From: Donovan, Pete
Sent: Thursday, December 11, 2008 8:31 AM
To: Anneliese Warhank; Dr. Doug Reisig; Dr. Mary Susan Fishbaugh; Judie Woodhouse; Melodee Smith-Burreson; Patty Muir; Patty Muir; Peter Donovan; Sharon Applegate; Tonia Bloom (E-mail)
Cc: Meloy, Steve; Will, Carol
Subject: Meeting Dates for Class 8 Review Panel, Reply Requested
Attachments: Class 8 Dissemination Plan and Timeline.doc

Dear CSPAC Members:

Steve Meloy and I participated in a meeting yesterday to finalize the dissemination plan and timeline for implementing the new Class 8 Dual Credit-Only Post-Secondary Faculty License. Please recall that CSPAC had agreed to serve as the review panel for the Class 8 applications.

In order to meet the attached timeline for implementing the new licensure, CSPAC will need to add two 1 day meetings to our calendar. Linda Peterson and I would like to convene these meetings in conjunction with our CSPAC meetings. Therefore, we are proposing having the CSPAC meet on March 10, and on July 22, to review the completed Class 8 applications. The March 10 meeting would require CSPAC members to request an additional day away from school, prior to our March 11-12, Joint meeting with the Board of Public Education. The joint meeting with the Board of Public Education on March 12, will be a half day meeting. Please let me, or Anneliese know as soon as possible if you will be able to participate in the March 10, and July 22, Review Panel meetings.

Linda Peterson, Elizabeth Keller and I are planning to provide a comprehensive overview of the Review Panel process during our January CSPAC meeting. This is an important new role for CSPAC and we are looking forward to working with you on implementing the new process.

Please give me a call if you have any questions.

Thanks,

Pete

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

December 4, 2008

Mr. Steve Meloy
PO Box 203101
Helena MT 59620

RECEIVED

DEC 05 2008

BOARD OF PUBLIC EDUCATION

Dear Steve:

It is my pleasure to reappoint you as a voting member of the Kindergarten to College Work Group in accordance with a resolution adopted by the Board of Education on September 11, 2008. The appointment is effective immediately, for a term ending September 11, 2010.

The advice and decisions made by citizen boards and councils help make Montana a better place to live and work, and we appreciate the time and attention you're willing to commit to this important assignment.

Thank you for your willingness to serve Montana by accepting this appointment to the Kindergarten to College Work Group. Congratulations on your appointment, and best wishes for your future work.

Sincerely,

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

BRIAN SCHWEITZER
Governor



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

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Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

December 4, 2008

Ms. Joel Stuber
Hamilton High School
327 Fairgrounds Road
Hamilton, MT 59840-3135

Dear Ms. Stuber:

On behalf of the Board of Public Education, I would like to congratulate you on your recent selection as the 2008 Montana Assistant Principal of the Year by the National Association of Secondary School Principals. Your continued commitment to Hamilton High School, as well as your twenty-eight years as an educator, is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Education and Local Government Interim Committee

60th Montana Legislature

PO BOX 201706
Helena, MT 59620-1706
(406) 444-3064
FAX (406) 444-3036

SENATE MEMBERS

KIM GILLAN
BOB HAWKS
SAM KITZENBERG
RICK LAIBLE
DAVE LEWIS
JIM PETERSON

HOUSE MEMBERS

GARY BRANAE
WANDA GRINDE
ROBIN HAMILTON
BOB LAKE
BILL NOONEY
JOHN WARD

COMMITTEE STAFF

CASEY BARRS, Lead Staff
LEANNE HEISEL, Research Analyst
HOPE STOCKWELL, Research Analyst
JEREMY GERSOVITZ, Staff Attorney
FONG HOM, Secretary
PAM JOEHLER, Fiscal Analyst

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

RECEIVED

NOV 26 2008

BOARD OF PUBLIC EDUCATION

Dear Steve :

It is with pleasure that the Education and Local Government Interim Committee invites you to attend our conference on *Learning for Life: Preschool through Continuing Education*. It will be held in the Great Northern Hotel of Helena on January 10th, the first Saturday of the upcoming session. The event begins at 9:00 and ends at 3:00.

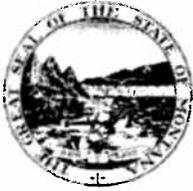
This invitation is being extended to all Montana Legislators, but would not be complete without the presence of members from key educational bodies in Montana. We understand that this is a busy time, but please do give it thought and **let us know** if you will be able to attend. (Patty Meyers is being contacted under separate cover and invited to select two board members to come, hence there can be three BPE representatives in attendance.) The event includes a working lunch and a roundtable discussion at which agency representatives in the audience will be able to share thoughts with the legislators.

Our invitation to the legislators notes the following:

Although you may be busy this will be a very opportune time before dealing with innumerable education bills to consider the proverbial forest for the trees. Many states around the country are now seeing the functions and phases of education in a more *integrated* way. They are building *shared* leadership and accountability into educational programming to assure a more coherent outcome for their citizens and their economies.

Any legislative session can bring isolated improvements to an educational system. But building--from preschool through higher and continuing education--an orderly progression of expectations and obligations, opportunities and supports, is deceptively difficult. Fortunately, there are hard-won lessons from other states that you may find relevant to Montana's education challenges.

We are pleased to bring to Helena renowned speakers from around the country who are very familiar with these lessons from work in their own states. So too, you will hear from representatives of Montana's broad-based Kindergarten to College Workgroup as well as the Department of Labor and Industry.



Education and Local Government Interim Committee

PO BOX 201706
Helena, MT 59620-1706
(406) 444-3084
FAX (406) 444-3036

60th Montana Legislature

SENATE MEMBERS

KIM GILLAN
BOB HAWKS
SAM KITZENBERG
RICK LAIBLE
DAVE LEWIS
JIM PETERSON

HOUSE MEMBERS

GARY BRANAE
WANDA GRINDE
ROBIN HAMILTON
BOB LAKE
BILL NOONEY
JOHN WARD

COMMITTEE STAFF

CASEY BARRS, Lead Staff
LEANNE HEISEL, Research Analyst
HOPE STOCKWELL, Research Analyst
JEREMY GERSOVITZ, Staff Attorney
FONG HOM, Secretary
PAM JOEHLER, Fiscal Analyst

Our conference includes these speakers as well as a working lunch and a roundtable discussion of what these insights might mean for challenges that education faces in Montana. Throughout these portions of the conference you will benefit from informal exchange with representatives of Montana's education agencies who have also been invited.

If you would like to attend, please save the date and send an RSVP to ELG staff Casey Barrs at cbarrs@mt.gov or (406) 444-3957.

Sincerely,

ELG Chairman Sen. Rick Liable
ELG member, Sen. Bob Hawks



Board of Public Education

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

November 24, 2008

BOARD MEMBERS

APPOINTED MEMBERS:

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Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
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Bernie Olson
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Katie Wood, Student Rep.
Laurel

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Commissioner of
Higher Education

Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Senator Dave Wanzenreid, Chairman
Legislative Finance Sub-committee
C/O Legislative Fiscal Division
Rm. 110, State Capitol
PO Box 201711
Helena, MT 59620-1711

Dear Senator Wanzenreid:

On July 17, 2007 the Legislative Fiscal Division afforded the opportunity to the Board of Public Education to identify key goals and performance measures to assist the legislature in understanding the responsibilities of the Board and for providing the resources necessary for implementation of the same. We identified four specific areas which embody the majority of the responsibility of the Board. As we have moved through this collaborative process with your staff, we have discovered that the fourth, and probably the most encompassing measure, needs some additional clarification. The purpose of this letter is to articulate our concerns with the way the measure, "monitor all content and performance standards," is being perceived. Specifically, the way this measure is proffered to the reader is that the Board of Public Education will unilaterally assure that all of Montana's 432 school districts and 830 schools will be in 100 percent compliance with the Board of Public Education's standards by March of every year, as measured by the annual accreditation collection process of the Office of Public Instruction. In hindsight it's easy to see that this simply is not possible.

Pursuant to 20-2-121 (6) MCA, the Board shall adopt standards of accreditation and establish the accreditation status of every school. To accomplish this, the Board adopts changes to the standards, in most cases, based upon the recommendations of the Superintendent of Public Instruction. The policy setting function and responsibilities of the Board end with the promulgation of rules by which the school districts must operate. The law does not require the Board to monitor or enforce compliance. Pursuant to 20-3-106 (17) MCA, the Superintendent of Public Instruction is responsible for evaluating compliance with the standards and recommend accreditation status of every school to the Board of Public Education. In essence, the Board is dependent upon the

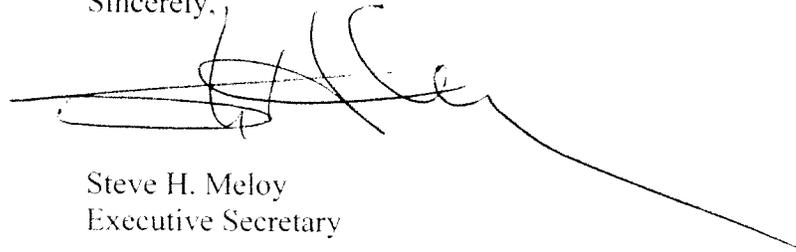
Office of Public Instruction for the assessment of compliance with its standards.

Article X, Section 8 of the Montana Constitution provides for specific supervision and control of schools in every school district to be vested in a board of trustees to be elected as provided by law. Specifically, the management of school money, and the establishing of school priorities within each district, falls within the responsibilities of an elected board of trustees. It is understood that the Board of Public Education can revoke the accreditation status of districts not meeting its standards, but the practical reality is the Board works with districts to encourage progress toward compliance. Ultimately, decisions regarding accreditation shortfalls in the areas of content and performance fall within the responsibility of a local board.

Finally, a high percentage of school districts not meeting the Board's requirements give, as a reason, inadequate resources. In this regard, the legislature, which is constitutionally charged with providing for under Article X Section 1 (3), shall provide a basic system of free quality public elementary and secondary schools. The funding challenges inherent in this constitutional charge often times limit school districts from meeting the standards articulated by the Board under their general supervision responsibilities.

In summary, the Board respectfully requests the amendment of our measure to include new language. Currently the language says 100 percent of schools will be in compliance by March of each year. It makes more sense to us to amend our goal to read, "work in collaboration with all of our educational partners toward 100 percent of schools to ~~will~~ be in compliance by March of each year." In reality, this is how the Board works. Thank you for your understanding in this regard. If you have any questions, please do not hesitate to contact me.

Sincerely,

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

Steve H. Meloy
Executive Secretary

Cc: Kris Wilkinson, LFD Fiscal Analyst



Board of Public Education

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

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Superintendent of
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 24, 2008

Joanne Berry
Moore Public Schools
509 Highland
Moore, MT 59464

Dear Joanne,

Please allow me, on behalf of the Board of Public Education, to congratulate you for being chosen to receive the 19th Montana Statehood Centennial Bell Award that acknowledges your significant contribution to your students' understanding and appreciation of Montana history. Montanans are rightfully proud of the educators who serve the young people of this state. Being identified as one of the "best of the best" is indeed an honor and I would like to take this opportunity to express my gratitude to you for the effort you expend to the students of Montana that makes you worthy of this achievement.

It was a pleasure to introduce you and your students at the Montana Board of Public Education being held in the Montana Capitol on November 7, 2008. The bell ringing at our state's Capitol for 60 seconds was a special reminder of the great state in which we live. Thank you for taking time to attend the meeting.

Again, many thanks for your hard work and dedication to the students in our schools. The future of education in Montana looks and "sounds" brighter as a result of your accomplishments. Best personal regards.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 24, 2008

Peter B. Donovan
Administrative Officer
Certification Standards & Practices Advisory Council
PO Box 200601
Helena, MT 59620-0601

Dear Pete,

On behalf of the Board of Public Education, I would like to formally congratulate you on receiving the Governor's Award for Excellence in Performance in 2008. This prestigious award is reserved for those who represent the very best in public service to Montana.

We are proud of you and genuinely appreciate all of the hard work and dedication you demonstrate on behalf of the Board of Public Education, Certification Standards & Practices Advisory Council, and most of all Montana students.

Sincerely,

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

Patty Myers, Chairwoman
Board of Public Education

Cc: Steve Meloy



Board of Public Education

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November 18, 2008

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Linda McCulloch,
Superintendent of
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Travis Vincent
Bigfork High School
P.O. Box 188
Bigfork, MT 59911

Dear Mr. Vincent,

On behalf of the Board of Public Education, I would like to congratulate you on being named the Class of 2008 Montana Finalist for the National Honor Society Scholarship. Your continued commitment to your school and the Bigfork community is very much appreciated.

The state of Montana is fortunate to have students, such as yourself, who are dedicated to the betterment of themselves and their community.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

PO Box 200601
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November 18, 2008

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Leonard Orth
Eastern Yellowstone Special Services Cooperative
Hardin Road
Billings, MT 59101

Dear Mr. Orth,

On behalf of the Board of Public Education, I would like to congratulate you on being awarded the 2008 G.V. Erickson Award by the School Administrators of Montana. Your continued commitment to your school and the Billings community is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Helena, Montana 59620-0601
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November 18, 2008

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Linda McCulloch,
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Kent Kultgen
Superintendent, Stevensville Public Schools
300 Park Street
Stevensville, MT 59870

Dear Mr. Kultgen,

On behalf of the Board of Public Education, I would like to congratulate you on being the 2009 Montana School Board Association's School and Community Service Award winner. Your continued commitment to your school and the Stevensville community is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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EXECUTIVE SECRETARY:

Steve Meloy

November 18, 2008

Joel Voytoski
Evergreen School District
18 W Evergreen Dr
Kalispell, MT 59901

Dear Mr. Voytoski,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2009 Superintendent of the Year for Montana by the Montana Association of School Superintendents. Your continued commitment to your school and the Kalispell community is very much appreciated.

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

Sincerely,

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

Patty Myers
Chairwoman



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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Jeanpaul Tousaint
Charlo High School
404 1st Ave West
Charlo, MT 59824

Dear Mr. Tousaint,

On behalf of the Board of Public Education, I would like to congratulate you on being named the Class of 2008 Montana Winner of the National Honor Society Scholarship. Your continued commitment to your school and the Charlo community is very much appreciated.

The state of Montana is fortunate to have students, such as yourself, who are dedicated to the betterment of themselves and their community.

Sincerely,

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

Patty Myers
Chairwoman



Education and Local Government Interim Committee

60th Montana Legislature

PO BOX 201706
Helena, MT 59620-1706
(406) 444-3064
FAX (406) 444-3036

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CASEY BARRS, Lead Staff
LEANNE HEISEL, Research Analyst
HOPE STOCKWELL, Research Analyst
JEREMY GERSOVITZ, Staff Attorney
FONG HOM, Secretary
PAM JOEHLER, Fiscal Analyst

November 12, 2008

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NOV 17 2008

BOARD OF PUBLIC EDUCATION

Board of Public Education
Patty Myers, Chair
P.O. Box 200601
Helena, MT 59620-0601

Dear Madam Chair Myers:

The purpose of this letter is to notify you of a change to the legislative budget discussions related to the unified budget of the Board of Education. Under the Montana Constitution, the Board of Education is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. The Constitution also directs the Board of Education to submit a unified budget request. According to statute, the Board of Education shall review and unify the budget requests of the educational entities assigned by law to the Board of Public Education, the Board of Regents, or the Board of Education and shall submit a unified budget request with recommendations to the appropriate state agency.

For the 2009 Legislature, the Legislative Fiscal Division will be including an analysis of the unified budget in the 2011 Biennium Budget Analysis. The division will also recommend the Joint Appropriation Subcommittee on Education request that the Board of Education present the unified budget to the appropriations subcommittee when the Board of Education meets January 8 - 9, 2009.

By presenting the unified budget request to the Joint Appropriation Subcommittee on Education, the Board of Education will be able to discuss directly with the appropriation subcommittee members the long-range planning components and coordinated policies and programs included in the budget. In addition, appropriation subcommittee members can discuss potential areas of shared budget and accountability measures which will be the focus of the work in the Education Interim Committee and the Legislative Finance Committee during the next biennium.

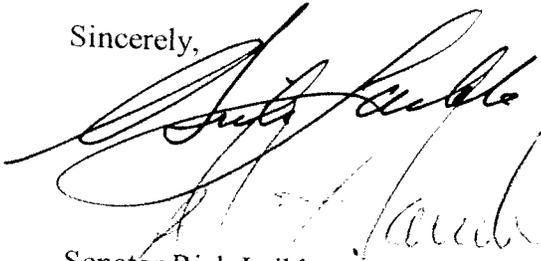
As you know, the Education and Local Government Interim Committee requested a bill draft to create separate Local Government and Education interim committees. Part of the envisioned charge of the Education Interim Committee will be to work with the following subcommittees:

- Unified Education System Policy and Budget Subcommittee
- K-12 Education Policy and Budget Subcommittee
- Postsecondary Education Policy and Budget Subcommittee

The interim committee members envision the subcommittees developing shared budget and accountability measures, similar to those developed by the Postsecondary Education Policy and Budget Subcommittee.

As this is a change, we feel it beneficial to provide you with advance notification of this process. Please contact either Pam Joehler 444-5387, Kris Wilkinson 444-2722, or Jim Standaert 444-5389, if you have questions on this process. If there is anything we, or our staff, can do to assist you in this process please let us know.

Sincerely,



Senator Rick Laible, Chairman, Education and Local Government Interim Committee
Senator Robert Hawks, Member, Education and Local Government Interim Committee

Will, Carol

From: Meloy, Steve
Sent: Monday, November 10, 2008 2:50 PM
To: Carol Will
Subject: FW: Invitation to Join NASBE Study Group
Attachments: Assessments description.doc; acceptanceform.doc; January 09 Flyer.doc

Steve Meloy
Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620-0601
406-444-6576
smeloy@montana.edu

From: Marsha McMullin [<mailto:MarshaM@nasbe.org>]
Sent: Monday, November 10, 2008 2:17 PM
To: scarroll@midrivers.com
Cc: Meloy, Steve
Subject: Invitation to Join NASBE Study Group

This email invitation is being sent on behalf of NASBE President-elect Ken Willard.

.....

November 10, 2008

TO: Sharon Carroll State Board of Education

Dear Ms. Carroll:

One of my responsibilities as the 2009 President of NASBE is to appoint state board and associate members from across the country to serve on the various committees and study groups of the organization. I take this responsibility very seriously, as I know it is both a privilege and a sacrifice to be actively involved in our association.

Our efforts in 2009 will continue to reflect the information needs and interests of state board members, as well as continue our pursuit to be the principal organization for policymakers in the field of education. We will work to ensure that the activities of our study groups and committees continue to support and influence state policy and public education across the nation and promote the value of lay leadership through the work of all our committees. The time and commitment of our predecessors provide a rich legacy for us -- one that I hope you will help me continue.

I believe state board members have an important role to play as national leaders, and that is why I am asking you to commit some of your time as a member of *Study Group on Assessments for the 21st Century Learner*. Participation on the study group will entail three working meetings in the 2009 calendar year (January 23-24, March 13-14 following the Legislative Conference, and June 12-13; all to be held in Arlington, Virginia or Washington, DC. The Annual Conference in Cincinnati, Ohio in October will also feature the study group findings. A description of the study group's purpose and focus is attached, as well as detailed information on the January meeting. Your state must assume the cost of your travel

and lodging, and your current term should extend through 2009 (associate members must assume their own travel costs).

Please complete the attached form and mail or fax it (703/836-2313) to our headquarters by November 24. Should you agree to join the study group, I would suggest that you make your hotel reservations as soon as possible, as the group rate of \$139 at the Marriott Crystal City Hotel, Arlington, VA, can only be guaranteed until January 2, 2009. If you prefer, you can email your response to marsham@nasbe.org. If you have questions or need to delay your response for any reason, you should call Marsha McMullin, Director of Special Projects, at NASBE (800/368-5023, ext. 1116).

I hope you will give careful consideration to this request. NASBE's vitality is rooted in an active membership, and I would like to make 2009 a banner year! Thank you for your help. I hope to hear from you soon.

Sincerely,

Ken Willard
President-Elect

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

TO: Executive Branch Officers
Department Directors
Chairs and other Presiding Officers of All Executive Branch Boards,
Bureaus, Commissions, Departments, Authorities, and Agencies

FROM: Governor Brian Schweitzer 

DATE: October 28, 2008

RE: Public participation in agency decisions pursuant to MCA § 2-3-103

Montana's public participation laws require me, as Governor, "to ensure that each board, bureau, commission, department, authority, agency, or officer of the executive branch of the state" adopts rules, setting forth policies and procedures to facilitate public participation in agency programs and decisions. MCA § 2-3-103(2). I wrote you in 2005, 2006, and 2007 to remind you of these statutory obligations for your agency, and I again take this opportunity to remind you of these requirements.

Montanans have a constitutional right to participate in the activities of their government. The "Right of Participation" is found at Article II, section 8 of the Montana Constitution, which provides:

The public has the right to expect governmental agencies to afford such reasonable opportunity for citizen participation in the operation of the agencies prior to the final decision as may be provided by law.

This important constitutional right is implemented by Montana statutes, which require every agency, as defined in MCA § 2-3-102(1), to "develop procedures for permitting and encouraging the public to participate in agency decisions that are of significant interest to the public." MCA § 2-3-103(1); see also MCA Title 2, chapter 3, part 1 in its entirety. The statutes require agencies to provide adequate notice to the public and assist public participation. Meeting agendas must include an item allowing public comment on any public matter not on the agenda but within the agency's jurisdiction. The agency may not act on any matter that was not included on the agenda and for which public comment on the matter was not allowed. Public comments must be incorporated into the official minutes of the meeting. The district courts may set aside agency decisions not in

Executive Branch Officers
October 28, 2008
Page 2

conformity with the public participation laws where a person's rights have been prejudiced. Model rules to implement these laws are found at ARM §§ 1.3.101 and 1.3.102.

As you know, this Administration takes very seriously the public's right to participate in the decisions of government, and I applaud your efforts to ensure this public right. If you or your agency needs assistance in crafting appropriate guidelines and rules to conform to Montana's public participation laws, feel free to contact my legal counsel, Ann Brodsky, for assistance (direct line, 444-3558).



Board of Public Education

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

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Linda McCulloch,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 28, 2008

Joseph Wilkins
Paris Gibson Education Center
2400 Central Ave
Great Falls, MT 59401

Dear Joe,

Please allow me, on behalf of the Board of Public Education, to congratulate you for being chosen to receive the Teacher of the Year by the Montana Association for Career and Technical Education. Montanans are rightfully proud of the educators who serve the young people of this state. Being identified as one of the “best of the best” is indeed an honor and I would like to take this opportunity to express my gratitude to you for the effort you expend to the students of Montana that makes you worthy of this achievement.

Again, many thanks for your hard work and dedication to the students in our schools. The future of education in Montana looks brighter as a result of your accomplishments. Best personal regards.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-3573
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 27, 2008

Kathleen Heusel
Morningside Elementary School
4119 7th Ave North
Great Falls, MT 59405

Dear Kathie,

Please allow me, on behalf of the Board of Public Education, to congratulate you for being chosen to receive the 2008 Milken Family Foundation National Educator Award. Montanans are rightfully proud of the educators who serve the young people of this state. Being identified as one of the "best of the best" is indeed an honor and I would like to take this opportunity to express my gratitude to you for the effort you expend to the students of Montana that makes you worthy of this achievement.

Again, many thanks for your hard work and dedication to the students in our schools. The future of education in Montana looks brighter as a result of your accomplishments. Best personal regards,

Sincerely,

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

Patty Myers
Chairwoman

Will, Carol

From: Meloy, Steve
Sent: Wednesday, October 22, 2008 3:12 PM
To: Todd Ziebarth; Carol Will
Subject: RE: Public Charter Schools

Todd:
1. 1989
2. No (I suspect the local control issue thwarts possible applicants)
3. No

Steve

Steve Meloy
Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620-0601
406-444-6576
smeloy@montana.edu

From: Todd Ziebarth [mailto:Todd@publiccharters.org]
Sent: Wednesday, October 22, 2008 2:36 PM
To: Meloy, Steve; Will, Carol
Subject: RE: Public Charter Schools

Thanks Steve. This information is helpful. I have a few follow-up questions:

1. When did the Board pass this rule?
2. Has any district applied to the Board to create a charter school?
3. I saw that a charter bill has been put forward in the MT legislature (LC 625). Are you familiar with it?

Todd Ziebarth
Vice President for Policy
National Alliance for Public Charter Schools
(303) 329-4648 (w) / (720) 252-8076 (c)
todd@publiccharters.org
<http://www.publiccharters.org>

From: Meloy, Steve [mailto:smeloy@montana.edu]
Sent: Wednesday, October 22, 2008 1:50 PM
To: Todd Ziebarth; Carol Will
Subject: RE: Public Charter Schools

Todd,

The provisions for charter schools are not in statute however are in the Board's administrative rules. Specifically, 10.55.604 (2) is as follows:

- (2) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.
 - (a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

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

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

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

(i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

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

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

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

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

I hope you find this information helpful. If I can be of further assistance please write back.

Steve

Steve Meloy
Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620-0601
406-444-6576
smeloy@montana.edu

From: Todd Ziebarth [mailto:Todd@publiccharters.org]
Sent: Wednesday, October 22, 2008 11:20 AM
To: Meloy, Steve
Subject: Public Charter Schools

Steve,

I've heard that there's a provision in statute that allows public charter schools in Montana. I wasn't aware of it, and would like to learn more about it. Are you available to talk next week? Thank you.

Todd Ziebarth
Vice President for Policy
National Alliance for Public Charter Schools
(303) 329-4648 (w) / (720) 252-8076 (c)
todd@publiccharters.org
<http://www.publiccharters.org>

Whitehall Public Schools

P.O. Box 1109
Whitehall, Montana 59759



"Trojan Country"

Whitehall, Montana
Montana Board of Public Education
1000 Broadway, Helena, MT 59601
Phone: (406) 441-2000
Fax: (406) 441-2001
www.mt.gov

English translation of the Latin text on the reverse side of this letter is provided for informational purposes only. The original text is in Latin and is the authoritative version.

**Consolidated School District No. 4, 47, 2
Jefferson and Madison Counties**

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DEC 17 2008

BOARD OF PUBLIC EDUCATION

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena MT 59601

December 15, 2008

Dear Ladies and Gentlemen;

I wish to share with you that I feel all public schools should have a nurse on duty to assist with medical needs in those schools. I have served in both a school with a nurse, and schools without. When we have the nurse on staff as we do in Whitehall, we are very blessed indeed. The nurse handles extensive phone calls, parent concerns, student health issues, medical care plans, medications, and so much more. Without the nurse, schools are forced to have their secretary or principal cover as best they can. We do not have any medical training and this is simply a recipe for disaster and liability.

Having a nurse on staff is helping with fewer absences as she can make calls and help parents determine the best way to assist a child's needs. She helps families to know whether they should send the child to school or have them home to rest. The nurse helps parents to determine if they should go to the doctor or handle illness at home.

We have had students with critical health needs in our school. It is critical to have a trained medical staff person here to address these life-threatening events. We could not safely handle life-threatening events without waiting for a 9-1-1 response by ambulance. These minutes could mean a child's life.

Our nurse helps with so much more in our building from IEP and CST meetings, daily care, emergencies, support to families, knowledge of when to refer to mental health or further medical services, and the promotion of a healthy school environment and health education for our students.

Our students are our future and they deserve the best we can give them. Give them all a school nurse to help with student needs and boost the amount of services available to all students in the state.

Sincerely,

Luann L. Carroll
K-8 Principal

Whitehall Public Schools

P.O. Box 1109
Whitehall, Montana 59759



"Trojan Country"

Handwritten notes in the top right corner, including the date '12/10/08' and other illegible scribbles.

Handwritten notes in the middle left margin, including the words 'Trojan Country' and 'Trojan'.

**Consolidated School District No. 4, 47, 2
Jefferson and Madison Counties**

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, MT 59602

December 10, 2008

Ladies and Gentlemen:

I have been a counselor in the Whitehall School system for 13 years, first as K-8 counselor for 6 years and now as high school counselor for 7 years. During my entire tenure here, we have always had a school nurse and I, honestly, cannot believe that 50% of public schools do not have a fulltime nurse on staff. It is absolutely imperative that we have a nurse on staff in our district.

Hardly a day goes by that I don't seek the knowledge and skills our school nurse brings to her job. This occurs in many ways. We may have a student hurt or ill, pregnant, contemplating suicide, cutting him/herself, using alcohol or other drugs; the list goes on and on. We may have a parent seeking advice on any of these issues. I might be meeting with a student about physical or mental health issues and the school nurse helps me address the issues with the student or parent. We work so closely together and embrace the other's areas of expertise to improve our ability to reach students/parents.

It didn't matter whether I was working in the elementary school or now the high school, the school nurse is a vital part of our educational community. She teaches lessons to elementary students and to high school students. She promotes healthy choices for students and staff and she acts as a liaison between the school and parents and health providers in our community.

I strongly support the Montana Association of School Nurses in their efforts to secure school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely Yours,

Irene Strauss
WHS Counselor

RECEIVED

DEC 11 2008

BOARD OF PUBLIC EDUCATION

Whitehall Public Schools

P.O. Box 1109
Whitehall, Montana 59759



"Trojan Country"

Montana is a beautiful state with a rich history and a wide variety of landscapes. From the rugged mountains to the rolling hills, there is something for everyone. The state is also home to many of the most beautiful lakes and rivers in the country. Whether you are looking for a quiet retreat or a fun-filled vacation, Montana has it all.

*Consolidated School District No. 4, 47, 2
Jefferson and Madison Counties*

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DEC 15 2008

BOARD OF PUBLIC EDUCATION

Montana Board of Public Education
46 N. Last Chance Gulch
P.O. Box 200601
Helena, Montana 59601

December 10, 2008

Ladies and Gentlemen:

I am the Elementary and Middle School Secretary of Whitehall School District. We have a nurse employed part time. She is a godsend to our school district. She does not work on Fridays and her duty is left to me. I really feel that having to deal with the sick or hurt children should not be the responsibility of a secretary. I feel I am not qualified to make health decisions in the best interest of the children. I feel we are very lucky to have her here considering that some schools do not have a nurse on their staff at all.

I feel that schools without a nurse are just setting themselves up for a lawsuit. I am strongly supportive of the Montana Association of School Nurses to have one nurse in each school, and not just one per district.

Sincerely yours,

Beckie Phillips
Whitehall Secretary



RECEIVED

DEC 10 2008

Montana University System

P.O. Box 549
412 Rittenour
Plains, Montana 59859
(406) 826-3666
FAX (406) 826-4439

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE
Mandated School Nursing Services in Montana 1:750
One Registered, Professional School Nurse for Every 750 Students in 2009**

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

8 December 2008

Ladies and Gentlemen:

As you may know, currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist from state to state, within school districts, and between urban and rural schools.

Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. The school nurse is a vital part of insuring the optimum health and well-being of all students and staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

Research indicates that schools employing school nurses have:

- Fewer student absences
- Decreased drop-out rates
- Higher test scores

School nurses directly impact the quality of learning in our schools

Policies of the National Association of School Nurses, Healthy People 2010, and the American Academy of Pediatrics state that school districts should employ at least one registered, professional school nurse to 750 students. Those schools having a high percentage of students with special health needs would require a more intensive ratio of nurse to students.

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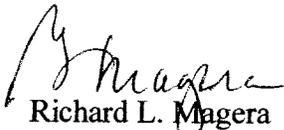
DEC 09 2008

BOARD OF PUBLIC EDUCATION

Montana schools are currently employing school nurses at a ratio of one nurse to 1500 students. School nursing services are being offered in some areas by unlicensed, unsupervised, and unqualified personnel. Montana students deserve the opportunity to learn in an environment where their health care needs are met by a professional, registered nurse.

Plains Public Schools, Plains, MT 59859 supports the Montana Association of School Nurses in their efforts to secure mandated school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,


Richard L. Magera
Superintendent

*Renee' M. Schoening, Ed.D., L.C.P.C.
School Counselor
Deer Lodge Elementary School
444 Montana Avenue
Deer Lodge, MT 59722
(406) 846-1553 x2608*

December 4, 2008

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DEC 08 2008

BOARD OF PUBLIC EDUCATION

Montana Board of Public Education
46 N. Last Chance Gulch
P.O. Box 200601
Helena, MT 59601

Dear Ladies and Gentlemen:

This letter is in support of the Montana Association of School Nurses seeking mandated school nursing services in Montana at a ratio of 1 registered, professional nurse to 750 students.

School nurses are a vital part of insuring the health of all Montana students. In our school I have seen time and time again that students are benefited by the services of our professional school nurse. There have been many times that a condition would have been undiagnosed or treated if it had not been for the proactive efforts of Genny Lord, our school nurse.

School nurses are also equipped to ascertain when a student isn't ill. Our nurse uses her good judgment and medical training to keep kids in school, learning, rather than at home. Sometimes what they really need is a word of encouragement or someone to talk to about an issue that can make them "feel sick." She has often alerted me to a situation that required counseling of a student, insuring their mental health as well.

There are many factors that contribute to the successful learning potential of our students. Physical health is one. A sense of security in a caring environment is another. School nurses are a vital part of insuring both of these.

Please support the Montana Association of School Nurses in this important effort. If I can provide further information, please don't hesitate to contact me.

Sincerely,



Renee' M. Schoening, Ed.D., L.C.P.C.
Professional School Counselor

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE
Mandated School Nursing Services in Montana 1:750
One Registered, Professional School Nurse for Every 750 Students in 2009**

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

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DEC 05 2008

December 3, 2008

BOARD OF PUBLIC EDUCATION

Ladies and Gentlemen:

As you may know, currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist from state to state, within school districts, and between urban and rural schools.

Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. The school nurse is a vital part of insuring the optimum health and well-being of all students and staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

Research indicates that schools employing school nurses have:

- Fewer student absences
- Decreased drop-out rates
- **Higher test scores**

School nurses directly impact the quality of learning in our schools

Policies of the National Association of School Nurses, Healthy People 2010, and the American Academy of Pediatrics state that school districts should employ at least one registered, professional school nurse to 750 students. Those schools having a high percentage of students with special health needs would require a more intensive ratio of nurse to students.

Montana schools are currently employing school nurses at a ratio of one nurse to 1500 students. School nursing services are being offered in some areas by unlicensed, unsupervised, and unqualified personnel. Montana students deserve the opportunity to learn in an environment where their health care needs are met by a professional, registered nurse.

I, Tamara Walsh, supports the Montana Association of School Nurses in their efforts to secure mandated school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,



Tamara Walsh RN BSN NCSN
86 Painted Pony Dr
Belgrade, MT 59714

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

RECEIVED
DEC 05 2008
BOARD OF PUBLIC EDUCATION

December 2, 2008

Ladies and Gentlemen:

As you may know, currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist from state to state, within school districts, and between urban and rural schools.

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I support the Montana Association of School Nurses in their efforts to secure mandated school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,
Janice LaFountain
School Counselor
Belgrade Intermediate School

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE**

**Mandated School Nursing Services in Montana 1:750
One Registered, Professional School Nurse for Every 750 Students in 2009**

December 2, 2008

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

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DEC 05 2008

BOARD OF PUBLIC EDUCATION

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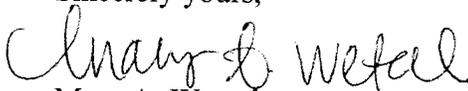
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As a school counselor for Belgrade Intermediate School, I support the Montana Association of School Nurses in their efforts to secure mandated school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,



Mary A. Wetzel
406-924-2210



CENTRAL MONTANA MEDICAL CENTER

408 Wendell Avenue • Lewistown, Montana 59457 • Phone (406) 535-7711

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

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DEC 02 2008
BOARD OF PUBLIC EDUCATION

December 1, 2009

Ladies and Gentlemen:

As you may know, currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist from state to state, within school districts, and between urban and rural schools.

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Montana schools are currently employing school nurses at a ratio of one nurse to 1500 students. School nursing services are being offered in some areas by unlicensed, unsupervised, and unqualified personnel. Montana students deserve the opportunity to learn in an environment where their health care needs are met by a professional, registered nurse.

Diabetes Education at Central Montana Medical Center supports the Montana Association of School Nurses in their efforts to secure school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jeanette Priest". The signature is written in a cursive style and is positioned above the typed name.

Jeanette Priest, RN, MN, CDE
Diabetes Education Coordinator
Central Montana Medical Center
Lewistown, Montana 59457

ST. JOHN'S

DIABETES CARE CENTER

Excellent Healthcare Close To Home

December 1, 2008

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

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DEC 02 2008

BOARD OF PUBLIC EDUCATION

Dear Committee:

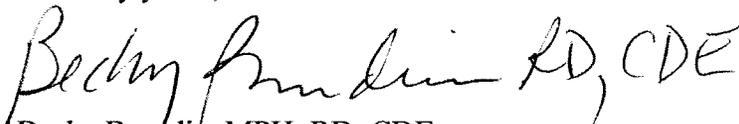
I am writing on behalf of my students that have diabetes in Libby and Noxon School Districts. I am a registered dietitian and certified diabetes educator for over twenty-five years. As you may know, Noxon school district has no school nurse so those students with diabetes rely on the office personnel to help them. Currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist between urban and rural schools.

Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. I am amazed with the statistics that rural schools have no school nurse professionals. The school nurse is a vital part of insuring the optimum health and well-being of all students and staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

Policies of the National Association of School Nurses, Healthy People 2010, and the American Academy of Pediatrics state that school districts should employ at least one registered, professional school nurse to 750 students. Those schools having a high percentage of students with special health needs would require a more intensive ratio of nurse to students. Unlicensed, unsupervised, and unqualified personnel are offering school nursing services in some areas. Montana students deserve the opportunity to learn in an environment where their health care needs are met by a professional, registered nurse.

As a diabetes Educator, I supports the Montana Association of School Nurses in their efforts to secure school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,



Becky Brundin, MPH, RD, CDE
SJLH Manager Diabetes and Nutrition

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE**
School Nursing Services in Montana 1:750
One Registered, Professional School Nurse for Every 750 Students in 2009

Letter of Support

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

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DEC 01 2008

BOARD OF PUBLIC EDUCATION

November 26th

To whom it may concern,

As you may know, currently more than 50% of public schools do not have a fulltime registered, professional nurse on staff. Wide disparities exist from state to state, within school districts, and between urban and rural schools.

Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. The school nurse is a vital part of insuring the optimum health and well-being of all students and staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

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School nurses directly impact the quality of learning in our schools

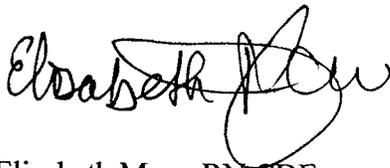
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learn in an environment where their health care needs are met by a professional, registered nurse.

Elisabeth Mann, RN CDE, Coordinator Montana Diabetes Improvement Project, supports the Montana Association of School Nurses in their efforts to secure school nursing services for all school children in Montana at a ratio of one registered, professional school nurse to 750 students.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Elisabeth Mann". The signature is fluid and cursive, with a large loop at the end.

Elisabeth Mann RN CDE,
Coordinator Montana Diabetes Project
Tel. (406) 682-5453
e-mail: elsmann2@yahoo.com

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE
School Nursing Services in Montana 1:750
One Registered, Professional School Nurse for Every 750 Students in 2009**

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, Montana 59601

RECEIVED

November 26, 2008

DEC 11 2008

Ladies and Gentlemen:

BOARD OF PUBLIC EDUCATION

As a public health service officer working on an Indian reservation in Montana I see firsthand the health disparities and the low access to qualified nursing support for diabetic school children in Montana. Many children with special needs do not have adequate education and support to control their blood sugars while at school. Absenteeism, poor performance and poor learning are the end results of uncontrolled diabetes among school children.

I remember one family who had a son with Type 1 Diabetes who had a blood sugar of >300 everyday in the mid afternoon while at school. The family tried to get help from school personnel to assist him with his insulin however the only person who was on staff at the time was not qualified to assist him. He ended up missing over a month of school to address his blood sugars and consequently he did not advance to the next grade.

The school nurse is a vital part of insuring the optimum health and well-being of all students and staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

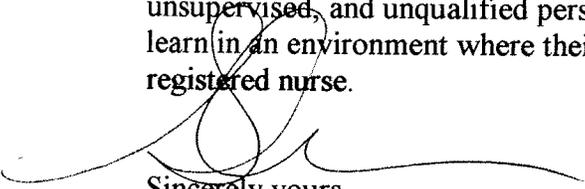
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Sincerely yours,
Susan A. Jordan
Supervisory Dietitian
Crow Northern Cheyenne Hospital
Crow Agency, MT 59022

**HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS
EVERY CHILD DESERVES A SCHOOL NURSE
MANDATED SCHOOL NURSING SERVICES IN MONTANA 1:750
ONE REGISTERED, PROFESSIONAL SCHOOL NURSE FOR EVERY 750
STUDENTS IN 2009**

**Montana Board of Public Education
46 N. Last Chance Gulch
P. O. Box 200601
Helena, MT 59601**

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NOV 25 2008

BOARD OF PUBLIC EDUCATION

November 20, 2008

Ladies and Gentlemen:

The form letter I sent to you lets you know I do support having one school Nurse for every 750 kids. I am a School Board Trustee and a mother whose son has Type 1 Diabetes. I know our School Nurses help our children and families more than anyone could ever imagine. They protect our Schools and our children.

This second letter is to let you know why. Our School meets this standard and I am extremely happy about this. I have three children who all have attended School District #1 in Deer Lodge their whole lives. I have had contact with our School Nurse, Genny Lord, for the past eleven years. During this time Genny has kept me informed when vaccines are needed, talked with me about health issues each of my children have faced. She oversees many issues I am unaware of due to the privacy act. She screens children for vision, hearing, spine, and nutrition. She lets the parents know when something needs to be seen by their Doctor. Genny is someone the children can see and trust with any issue. She also daily deals with cold, flues, allergies, homesickness, abuse and a lot more.

During my sons 2nd grade year he was diagnosed with Type 1 Diabetes. It was a crushing blow to our family and was extremely difficult to deal with. During this time Genny helped us all not only with her medical knowledge but supported us with the huge mental adjustment we had to deal with. If any of you have had a life threatening illness or disease you know how hard it is on you and you family. Having someone like Genny at school to watch over my son while I cannot is more helpful than I could ever explain. I cannot say it puts my mind at peace because you cannot ever escape the worry something like this causes. I can say I have kept my sanity because I have someone like Genny there all day in reach of my son and myself when an issue arises. Those issues do arise often. I would like you to know that our family would probably gone to home schooling when my son was diagnosed if we did not have a full time nurse available.

No one can ever know how much a nurse does at a school. The calls, support, kindness, the ability to just listen when someone needs it, the unseen help to the needy, abused, depressed and on and on. Our kids and families deserve to have someone there when one of them become ill or are injured. Our nurse can save lives with the knowledge she carries and I believe we have to supply someone to do just that for our children and families.

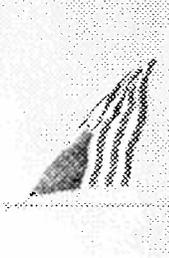
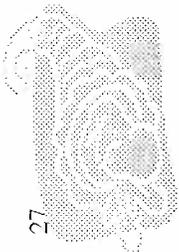
Please know that our children are our future and we need to protect them. A Nurse for every 750 kids is not asking too much. In a lot of cases our School Nurse is the only kind of medical attention some kids get. Think of our children.

Thank you for your time,

A handwritten signature in cursive script that reads "Sheila Gill".

**Sheila Gill
278 Deer Haven Dr.
Deer Lodge, MT 59722
(406)846-1190**

November 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
	3 Class 8 Meeting 3:00 - 5:00 Pete, Steve, Kirk		5 10-12 Learning First Alliance Pete/Steve @SAM	6 BPE Meeting - Helena	7 8:30 Auditors Mtg Room 172 Capitol Steve	8
	10 Governor's Award for Excellence - Great Northern Pete Mtg Concerning Counselors - Pete, Steve		New Deputy Commissioners Reception 5-7 MT Club Steve/Kirk	13 Interpreter's Standards 10-3 Pete, Anneliese, Doug 2:00 Conference Call Accreditation Database Steve, Angela, Carol		15
16 MSDB Annual Thanksgiving Dinner Patty	18 Class 8 Meeting Bozeman Kirk and Pete		Accreditation Database mtg with Dale & Al 3:30 - Steve/Carol	20 BOR Meeting - Missoula University of Missoula - Steve/Bernie 11/21	21	22  Bobcat vs. Griz 108th meeting
23	25 Assessment Task Force Conference Call Meeting - Sharon		26 Learning First Alliance Sub-Group 9:30 Steve and Pete	27 	28	29
30	Notes:					

December 2008

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31	Notes:			

Day	Event	Time	Location/Notes
Monday, Dec 1	Mini Ed Mtg	8:30 SAM and 10:00 Learning First Alliance	Pete/Steve
Tuesday, Dec 2	Class 8	12:00	Pete
Tuesday, Dec 2	K-College Mtg	1:00 - 4:00	Bernie, Steve
Wednesday, Dec 3	Meeting	8:00	Chapter 57 Class 3 Meeting @ SAM
Wednesday, Dec 3	Meeting	9:30	Budget Meeting w/Governor's Office
Wednesday, Dec 3	Meeting	3:00	Budget Meeting w/LFD
Thursday, Dec 4	Meeting	2:00	Meeting w/ Sue Buswell
Thursday, Dec 4	Meeting	1:30 - 3:30	Advisory
Friday, Dec 5	Consortium	10:00 - 3:00	Paraprofessional Consortium
Friday, Dec 5	Christmas		MSDB Christmas Program
Saturday, Dec 6	Conference Call		December 16, 2008 Assessment Task Force Conference Call



Executive Secretary's Report

Thursday, January 8, 2009

By: Steve Meloy/ Executive Secretary

The Board worked in concert with OPI and partners to develop an 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 new category of K-12 licensure. Work is contemplated for the continued implementation of the rule and will designate members of CSPAC as the core of the review committee. Work continues with legislative oversight committees specifically to our strategic planning and combining efforts with the five-year planning process and the filing of a strategic planning document for information technology for the next biennium. Our planning work will be evaluated by the Legislative Finance Committee in the first part of the 2009 session. The subcommittee with which we have worked consists of only one legislator, Senator Wanzenreid. I reported out to the Senator and advised him of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The specific request of the committee chair is for the Board to demonstrate the status of those schools in deficiency accreditation status in the 06-07 school year and whether or not the deficiency has been corrected. I wrote the Senator and copied the whole committee on a position in this regard. We have responded to an invitation from the Education and Local Government Interim Committee to an Education Conference to be held in Helena on January 10, 2009. We will develop a bill tracking process in our office and develop a legislative strategy for responding to inquiries and lobbying certain bills. 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 and envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared at the end of the 09 legislative session. This work spills over into the "leaky pipeline" and post-secondary readiness work of the K-College Workgroup. Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. OPI has delivered to the Board recommendations in this regard. An assessment task force has been appointed. The new curriculum specialists will be involved with assessment and that should be helpful even though recruiting for these positions have been difficult. The CSPAC crew continues their work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57 which will be before the Board as a discussion item this meeting. We continue to work with our attorney and outside legal counsel in the processing of revocations and appeals of license denials brought before the Board. One case has been appealed to the First Judicial District for judicial review. We have continually advised the OBPP office of our need for increased appropriation for the next biennium. We intend to convene a second statewide meeting regarding information surrounding "threshold" behaviors of educators which may constitute a breach of safety for public school students and the next meeting will be after the major work surrounding Chapter 57 has been completed. The next legislative promises to be demanding one upon the board and its resources. Senator Laible has a bill

draft in to limit the constitutional power and authority of the board in regard to rule making.

Board work continues to include but is not limited to: 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 the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; designing performance measures to the satisfaction of the LFD; planning for the BPE's five year planning process; the future of the NRT as well as future assessments to inform instruction; total review of Chapter 57; the K-College Workgroup; the dual enrollment/credit work; the counsellorship initiative; the assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; the previous Interim Committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; the work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; the Special Purpose Schools Task Force; Chapter 55 review process; the PEPPS Review Advisory Panel; involvement with planning for NASBE's annual meeting; the monitoring of the writing assessment consortia project; the writing implementation committee work; monitoring the Indian Education For All efforts; the High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; worked on project to implement the teacher loan repayment plan found in SB 2; work on issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant follow-up on student leadership; special meetings of the BPE; strategy development for the 2009 Legislative session; license discipline processes particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

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

- Continued work with LFD on fiscal responsibility processes for SB 152
- Attended four meetings of the Class 8 implementation committee
- Attended a meeting of the LFD sub-committee
- Attended OCHE reception for Deputy Commissioners
- Completed a "draft" of strategic objectives for next five years
- Met with Montana Association of School Nurses
- Attended November meeting of BOR
- Attended two meetings of the Learning First Alliance
- Attended K-12 forum meeting
- Attended K-College meeting
- Attended reception to honor Linda and Bud
- Attended meeting of the Learning First Alliance

- Worked with the Department of Administration on Computer transfer
- Met with owner of the New York Building on lease arrangements.
- Attended meeting of the MSDB Committee
- Met with Executive Committee regarding the Legislature

We are preparing our office processes to stay on top of the legislative session.

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

December 10, 2008

Dear CSPAC Members:

Steve Meloy and I participated in a meeting yesterday to finalize the dissemination plan and timeline for implementing the new Class 8 Dual Credit-Only Post-Secondary Faculty License. Please recall that CSPAC had agreed to serve as the review panel for the Class 8 applications.

In order to meet the attached timeline for implementing the new licensure, CSPAC will need to add two 1 day meetings to our calendar. Linda Peterson and I would like to convene these meetings in conjunction with our CSPAC meetings. Therefore, we are proposing having the CSPAC meet on March 10, and on July 22, to review the completed Class 8 applications. The March 10 meeting would require CSPAC members to request an additional day away from school, prior to our March 11-12, Joint meeting with the Board of Public Education. The joint meeting with the Board of Public Education on March 12, will be a half day meeting. Please let me, or Anneliese know as soon as possible if you will be able to participate in the March 10, and July 22, Review Panel meetings.

Linda Peterson, Elizabeth Keller and I are planning to provide a comprehensive overview of the Review Panel process during our January CSPAC meeting. This is an important new role for CSPAC and we are looking forward to working with you on implementing the new process.

Please give me a call if you have any questions.

Thanks,

Pete

Highlights of the November 14, 2008 Sign Language Interpreters Standards Workgroup Meeting

The Certification Standards and Practices Advisory Council, along with the Office of Public Instruction, called together the Sign Language Interpreters' Working Group Meeting on November 8, 2008 at the OPI Certification Building Conference Room, 1201 11th Avenue in Helena, MT. Meeting attendees included: Douglas Reisig, Superintendent of Hellgate Public Schools and CSPAC Chairman; Bonnie Christensen, Vice President, Montana Registry of Interpreters for the Deaf; Char Harasymczuk, President, Montana Association for the Deaf; Connie Hiatt, parent of hearing impaired child; Steve Gettel, Superintendent, Montana School for the Deaf and Blind; Vern Beffert, Director, Park County Cooperative; Pete Donovan, Administrative Officer to CSPAC; Tim Harris, Director of Special Education for OPI; Marilyn Pearson, OPI Special Needs; Mary Morrison, Associate Director, PEPNet-West U of M; Missy Grinnell and Tricia Smith, interpreters from MRID; and Anneliese Warhank, CSPAC Administrative Assistant. Dr. Leilani Johnson from the University of Northern Colorado joined the meeting at 1 p.m. via conference call.

Overview of Emailed Material

The group spoke about the amount of time an average interpreter would take to improve their score on the EIPA. OPI pays for an individual to take the EIPA once every two years but a person can opt to take it more frequently than that at their own expense. Although the state only accepts the oral exam, there is a written exam offered which covers ethical issues and how to handle certain situations, amongst other issues. Ms. Pearson explained the state only accepts the oral because when the exam was first developed, there was no written portion. Many in the group felt the written exam should be considered since interpreters will need to know how to act should something happen in the classroom. The access to training is another concern of the group as there is no formal training offered at any university or college in the state. The University of Northern Colorado does offer an online distance program for interpreters and the group decided to ask Dr. Leilani Johnson about the cost of the EIPA written exam and about how long it takes the typical person to improve their EIPA score during the conference call.

Review of Proposed Language – Dr. Douglas Reisig

1. A proposed effective date for the standards was added with a preliminary date of July 1, 2011. The word "Test" was deleted from the end and replaced with "(EIPA)". Since the group all felt the written portion of the EIPA was essential, "passing of the written assessment." was added at the very end of #1. During discussion on #3 the group decided to add "notwithstanding Section 3" to the beginning of the rule.
2. The word "No" was struck from the beginning as well as "shall be". This was to keep schools from finding loop holes in the system. The group felt although the use of an online interpreter could be quite pricey, it is a good alternative to either having no interpreter, or having an under qualified interpreter who may actually be damaging to the child's learning process. Finally "shall meet the standards in Section #1." was added at the very end.
3. The section was completely re-written to say "No individual shall be assigned as a sign language interpreter unless he/she has met a minimum of a 2.5 on the EIPA."

4. After asking Dr. Johnson, the group decided to state an interpreter has three years to improve their scores instead of four. They also chose to strike “from the date that...Assessment (EIPA) Test.” This portion was replaced with “A person assigned to provide educational sign language interpreting with a student shall have three (3) years to demonstrate competency as described in section #1.
5. The second part of the rule, beginning with “monitoring appropriate”, was rewritten to say “providing appropriate assignment of personnel (directly) and/or use of appropriate technologies.”
6. All of #6 was struck since this was covered in #4.
- 6 (originally 7). The rule was rewritten to state “Individuals who have satisfied requirements found contained in Section #1 and seek to remain eligible to work with the hard of hearing and/or deaf students are responsible for documenting a completion of twelve (12) hours per year related to the improvement of educational interpreting, performance, and knowledge skills. Such individuals will provide documentation of completion to their employing school district, cooperative, and/or contracting agency.
- 7 (originally 8). “Section #7” was re-written to say “Section #6” after the deletion of the original #6.
8. The group felt it should restate the effective date so #8 reads “The above mentioned rules take effect July 1, 2011.”

Teleconference with Dr. Leilani Johnson of Northern Colorado University

Dr. Reisig asked Dr. Johnson about the average time someone needs to improve their EIPA score. Dr. Johnson explained that as an individual scores higher and higher on the test, it will most likely take them a longer length of time to improve their score even more. She felt three years would be an acceptable amount of time for someone to improve, as long as the training they receive has both scope and sequence and the interpreter is diligent in their studies. The group spoke briefly about continuing education units (CEU) and how many an interpreter should be required to earn during a five year window. The group then discussed the written portion of the EIPA. Dr. Johnson felt it was an essential part of the test as it shows their professional skills. The test (a pass/fail exam) can be taken anywhere a proctor can be found and results are very fast.

Discussion of Next Steps

Dr. Reisig said he will revise the proposed rules with the changes suggested at the day’s meeting. He will then email the revised document to the rest of the group for review.

Set Date for Next Meeting

The next meeting date has been set for Wednesday, January 14th, from 10 a.m. to 3 p.m. at the OPI Licensure Office, 1201 11th Ave.

EXECUTIVE SUMMARY

DATE: JANUARY 2009

- PRESENTATION:** The Achievement Gap in Montana - American Indian Student Achievement State-Wide Data
- PRESENTER:** Mandy Smoker Broaddus
Indian Student Achievement Specialist
Office of Public Instruction
- OVERVIEW:** This presentation will provide a comprehensive picture of the achievement gap in Montana, as it specifically relates to American Indian students, through various data sources. It will also include information on Office of Public Instruction initiatives, collaborations and pilot projects.
- REQUESTED DECISION(S):** Information
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

The Achievement Gap in Montana

American Indian Student Achievement State-Wide Data

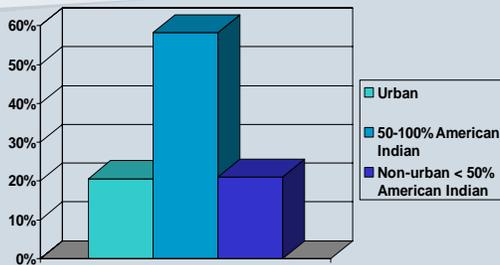
Board of Public Education Meeting
January 8, 2009

Mandy Smoker Broaddus
Indian Student Achievement Specialist

Types of Data We Will Cover

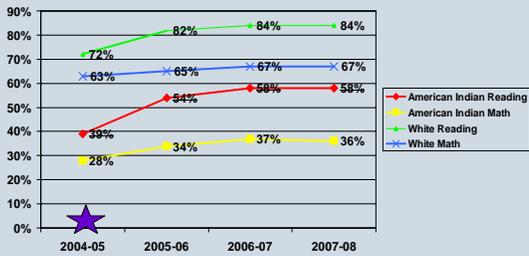
- Enrollment Data
- Criterion Reference Test (CRT)
- Reading First Data
- Adequate Yearly Progress Information
- Dropout Rates
- Completion Rates
- Advanced Placement Data (AP)
- Youth Risk Behavior Survey Data (YRBS)

Statewide American Indian Enrollment

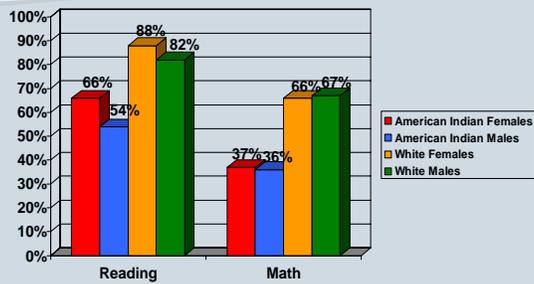


Criterion Reference Test 3 Year Trend Data

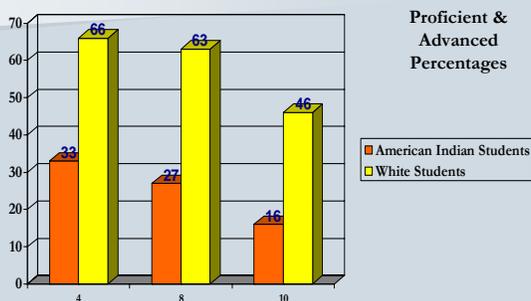
Percent Proficient & Advanced, by Race/Ethnicity, All Grades Combined



2007-08 CRT Data by Race/Ethnicity & Gender

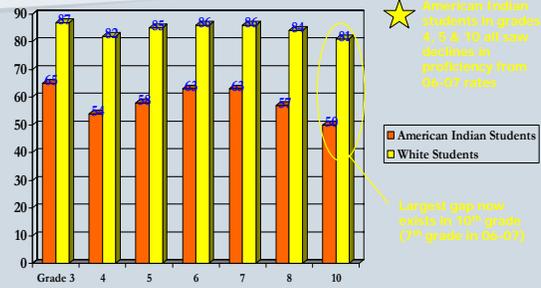


2007-08 CRT Science Scores



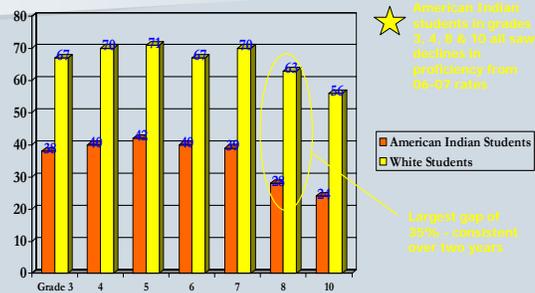
2007-08 CRT Reading Scores

Proficient & Advanced Percentages



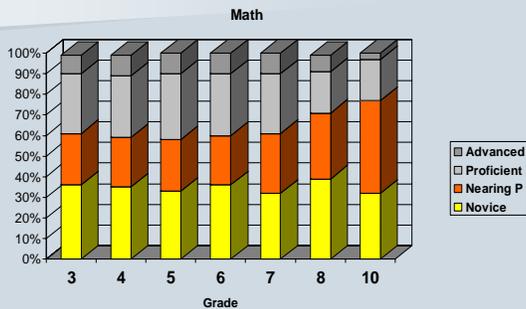
2007-08 CRT Math Scores

Proficient & Advanced Percentages

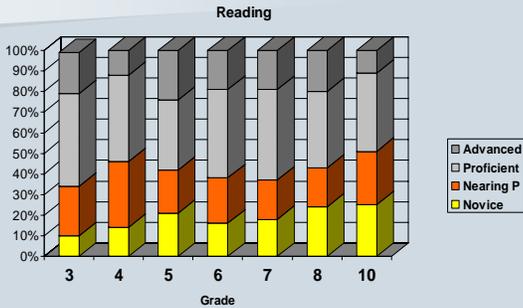


2007-08 American Indian CRT Data

Novice and Nearing Proficient Rates



2007-08 American Indian CRT Data Novice and Nearing Proficient Rates



2007-08 Criterion Referenced Test (CRT)

By reservation and urban districts
Average proficiency rates of American Indians / Grades 3-8 & 10 combined

	Reading	Math
Northern Cheyenne (Lame Deer)	35	19
Crow (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	37	20
Fort Peck (Poplar, Brockton, Wolf Point, Frazer, Frontier)	49	27
Blackfeet (Browning, Heart Butte)	46	19
Fort Belknap (Harlem, Hays-Lodge Pole)	52	26
Rocky Boy (Box Elder, Rocky Boy)	67	35
Flathead (Arlene, Ronan, St. I., Polson, Dixon, Hot Springs, Charlo)	66	41
Havre	60	43
Bozeman	57	43
Missoula	67	42
Great Falls	70	51
Billings	67	44
Helena	74	38
Butte	67	47
American Indian student state average	58	36
White student state average	84	67

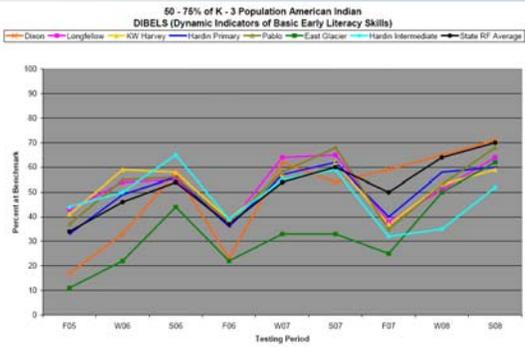
2007-08 Criterion Referenced Test (CRT)

By reservation and urban districts
Average proficiency rates of American Indians / Grades 4, 8 & 10 combined

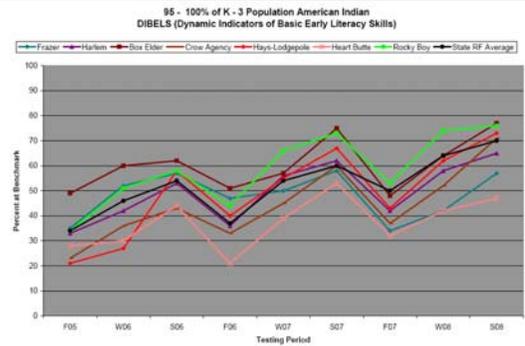
	Science
Northern Cheyenne (Lame Deer)	10
Crow (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	7
Fort Peck (Poplar, Brockton, Wolf Point, Frazer)	16
Blackfeet (Browning, Heart Butte)	11
Fort Belknap (Harlem, Hays-Lodge Pole)	19
Rocky Boy (Box Elder, Rocky Boy)	20
Flathead (Arlene, Ronan, St. I., Polson, Hot Springs, Charlo)	37
Havre	35
Bozeman	41
Missoula	33
Great Falls	35
Billings	29
Helena	39
Butte	38
American Indian student state average	25
White student state average	58

Three districts w/ 50-100% American Indian populations had ZERO students at the level of proficiency

Reading First School Level Data



More Reading First Data



2008 AYP Determinations

- **36 of 37 schools** identified for Restructuring Year 1, 2, 3, 4, 5, & 6 are ones with 50-100% American Indian populations
- **23 districts** with 50-100% American Indian populations comprise all the schools in Corrective Action Years 3, 4, 5, 6 & 7

2008 AYP Celebrations! (50-100% American Indian populations)

Schools that made AYP for first year:

- KW Bergan
- Vina Chattin
- Harlem Elementary
- Wolf Point 7-8

Schools that continue to make AYP for 2+ years:

- Babb School
- Wyoala 7-8
- Fort Smith
- Arlee High School
- Dixon Elementary
- Ashland 7-8
- Box Elder 7-8
- Box Elder High School

Districts that made AYP for first year:

- Brockton Elementary
- Frazer Elementary

Districts that continue to make AYP for 2+ years:

- Arlee High School
- Box Elder High School

Data "High Points" for American Indian Students

- Bozeman has the highest reading proficiency rates among the urban districts at any one grade level – 91% in 5th grade
- Colstrip, compared to districts with similar population sizes, has the highest math proficiency for all grades combined – 49%
- Billings was the only urban district to see gains at the middle school and high school level (7, 8 & 10) for three consecutive years
- Hot Springs has the highest reading AND math proficiency rates, all grades combined, among schools with 50-100% American Indian populations – 93% & 55% respectively
- Charlo has the high science proficiency rates, all grades combined, among schools with 50-100% American Indian populations – 57%
- With the exception of schools on the Flathead Reservation, Box Elder has seen the steadiest and highest gains in both reading and math over three year among schools with 50-100% American Indian populations.

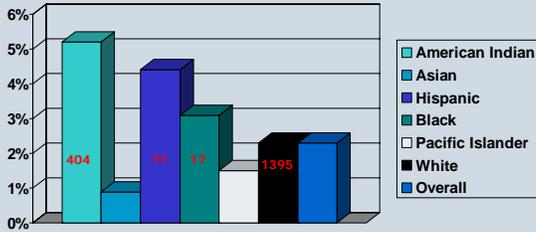
Dropout Rates

*In Montana, of those students who entered school as 9th graders in 2003, an estimated 3,074 students dropped out. If these students had graduated, their total lifetime additional income would have been **\$799,180,200.***

Alliance for Excellent Education

2006-07 Montana Dropout Rates by Race/Ethnicity Categories

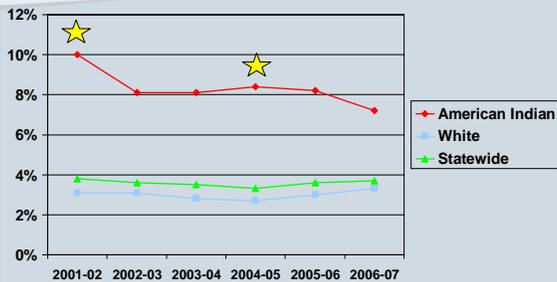
Total Dropout % Grades 7-12



2006-07 Dropout Fast Facts

- American Indians represent 10.9% of the 7-12 school enrollment, but account for 21.3% of the total dropouts.
- On average, American Indian students dropout of grades 7/8 at a rate more than 6 (9) times that of white students and out of high school at a rate of 2 (2.5) times that of white students
- In the past five years, American Indians represented only 11.5% of the total school enrollment for grades 7/8, but accounted for 69.2% (71.9%) of the dropouts. For high school, American Indians represented 10.2% of the total school enrollment and 23.1% (24%) of the dropouts.

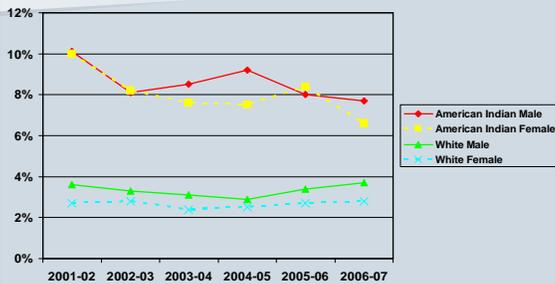
Five Year Montana High School Dropout Rate Trends by Race/Ethnicity Categories



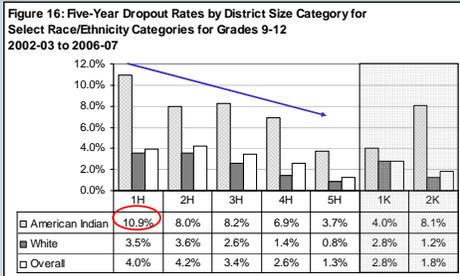
Statewide Five Year Dropout Rates (2002-2007) for Race/Ethnicity Categories and by Grade Level



Dropout Rates for Race/Ethnicity Categories by Gender for Grades 9-12



MT Dropout Rate by District Size and Race/Ethnicity



Class of 2007 Completion Rate

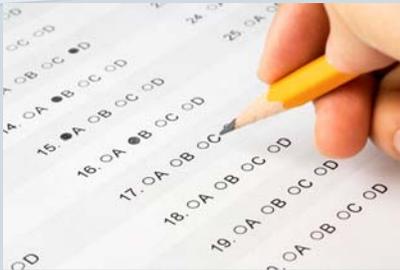
The Completion Rate

The National Center for Education Statistics (NCES) developed a formula as a practical way to calculate a completion rate after studying a variety of calculation methods. This estimated cohort method utilizes both dropout and graduate data and can be calculated for all accredited schools, but requires data from four consecutive years.

$$\text{Completion Rate} = \frac{ct}{(ct + d12t + d11(t-1) + d10(t-2) + d9(t-3))}$$

	Dropouts					Graduates 2006-07	Completion Rate
	Grade 9 2003-04	Grade 10 2004-05	Grade 11 2005-06	Grade 12 2006-07	4-yr Dropout Total		
Overall Total	314	410	494	465	1,683	10,126	85.7%
Gender							
Male	175	212	273	279	939	5,065	84.4%
Female	139	198	221	186	744	5,061	87.2%
Race/Ethnicity							
American Indian	131	115	88	66	400	786	66.3%
Asian	1	2	3	4	10	128	92.8%
Hispanic	12	11	11	12	46	206	81.7%
Black	4	4	4	3	15	49	76.6%
Pacific Islander	1	1	0	1	3	16	84.2%
White	165	277	388	379	1,209	8,941	88.1%

Advanced Placement Data



2008 Advanced Placement Data

18 passing AP exams by American Indian students

Subject	# of passing exams	School sites for passing exam
Eng Lit/Comp	1	Helena
Eng. Lang/Comp	2	Helena, Browning
Biology	1	Ronan
Studio Art/Draw	2	CMR, Fergus County
Studio Art/Design	1	Great Falls
Calculus AB	2	Sentinel
Gov Pol: US	3	Sentinel, Capital
History US	4	Wolf Point, Skyview, CMR, Senior
Chemistry	1	Havre
Statistics	1	Sentinel

More AP Data

26 non-passing exams by American Indian students

Subject	# of passing exams	School sites for passing exam
Eng. Lit/Comp	7	Bozeman, Chinook, Great Falls, Capital, Wolf Point, Malta
Eng. Lang/Comp	9	Hardin, Browning, Malta, Sentinel
History US	1	Hardin
Biology	5	Browning, Malta, Ronan, Whitefish
Gov Pol: US	1	CMR
Studio Art/Draw	2	Ronan
Statistics	1	Sentinel

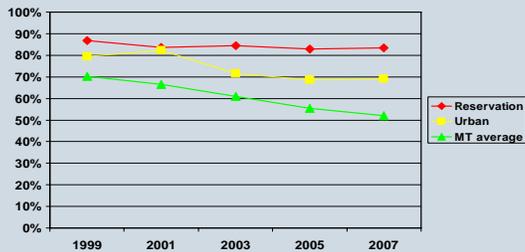
Youth Risk Behavior Survey Data



OPI Montana Office of Public Instruction • Linda McCulloch, Superintendent • www.opi.mt.gov

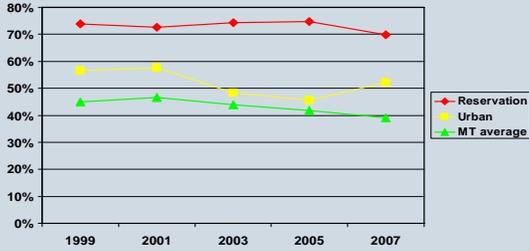
YRBS data ...

Ever tried cigarette smoking:



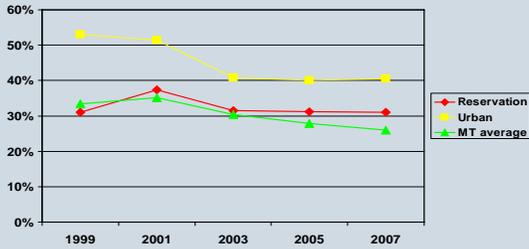
More YRBS data ...

Used marijuana during their life:



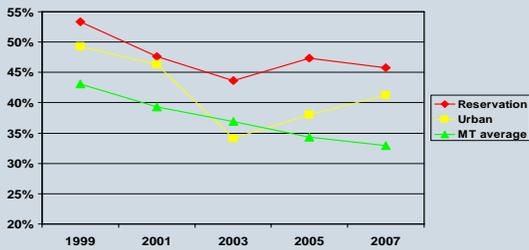
More YRBS data ...

Had first drink of alcohol before age 13:



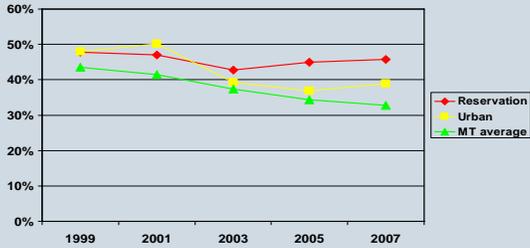
More YRBS data ...

Rode in a car driven by someone who had been drinking alcohol during the past 30 days:



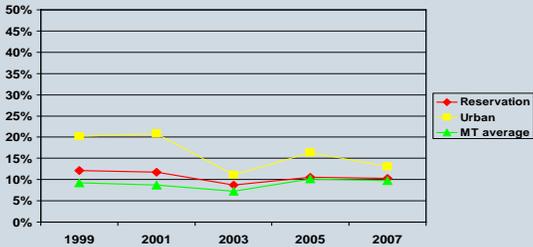
More YRBS data ...

Had five or more drinks of alcohol in a row during the past 30 day ("binge drinking"):



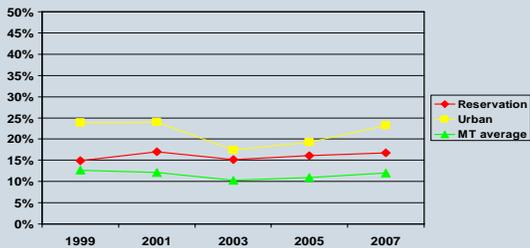
More YRBS data ...

Carried a weapon on school property during the past 30 days:



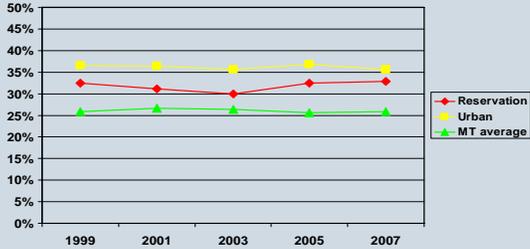
More YRBS data ...

Were in a physical fight on school property during the past 12 months:



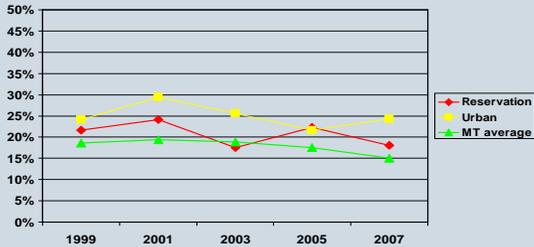
More YRBS Data ...

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:

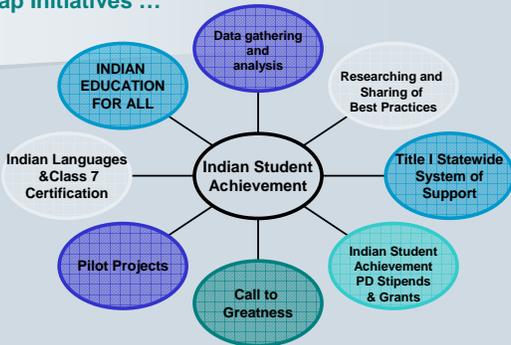


More YRBS data ...

Seriously considered attempting suicide during the past 12 months:



OPI Achievement Gap Initiatives ...



OPI Initiatives and Pilot Projects

OPI Leadership Initiatives and Collaborations

- Four Call to Greatness events and regional academies – building a sense of urgency
- List-serve and communication of research, promising practices, data, etc.
- ILEAD – MSU Bozeman

OPI Early Childhood Initiatives and Collaborations

- Rocky Boy Early Childhood Pilot Project – McRel, Rocky Boy Elementary, Box Elder Elementary and Rocky Boy Head Start (Early Reading First & Indian Demonstration Grant Awardee)
- Hopa Mountain – Project StoryMakers

OPI Elementary Mathematics Pilot Project

- Cognitively Guided Instruction (in culturally responsive context) at Crow Agency School
- Mathematical framework & philosophy – not a curriculum or procedure
- Problem solving & solution strategies



Math educator Fleming Horne Livingston works with Lawrence Hagan on a math problem. Crow School is the pilot program for the state in this new method of teaching math.

OPI After School & Summer School Pilot Project – Heart Butte & Wyola

- Club Invention – National Inventors Hall of Fame



Visit our website or contact us!

- Mandy Smoker Broaddus
mbroaddus@mt.gov / 444-3013
<http://www.opi.mt.gov/IndianEd/Index.html>

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Montana Advisory Council on Indian Education

PRESENTER: Norma Bixby
MACIE Chair
Office of Public Instruction

OVERVIEW: Annual Report will be presented

REQUESTED DECISION(S):

OUTLYING ISSUE(S):

RECOMMENDATION(S):

DRAFT - 61ST LEGISLATIVE SESSION – 2009

EDUCATION APPROPRIATIONS SUBCOMMITTEE

Monday, December 15, 2008

Representative Dan Villa, Chairman
 Representative Bill Glaser
 Representative Roy Hollandsworth
 Representative Cheryl Steenson

Senator Debby Barrett, Vice Chair
 Senator Bob Hawks
 Senator Jim Peterson

DRAFT

Room: 472 State Capitol
 unless noted otherwise below

Time: 8:00AM – 12:00 Noon, M-F
 unless noted otherwise

Secretary:

Kathy Baird, Room 475
 Phone – 444-1863

LFD Staff:

Pam Joehler
 Kris Wilkinson
 Jim Standaert

OBPP Representatives:

Suzan Scott
 Nancy Hall
 Amy Carlson

**** Agency/Program General Order ****

- | | | |
|--|---|---|
| 1. Board of Education | 7 Community Colleges | 13. Extension Service (ES) |
| 2. Montana State Library/Library Commission | 8. University of Montana – 3 Units and COT | 14. Fire Services Training School (FSTS) |
| 3. Montana Arts Council | 9. Bureau of Mines (Bureau) | 15. Board of Public Education |
| 4. Montana Historical Society | 10. Forestry & Conservation Experiment Station (FCES) | 16. Montana School for the Deaf and Blind |
| 5. Montana University System – Board of Regents | 11. Montana State University -- 3 Units and COT | 17. Office of Public Instruction – Administration |
| 6. Office of the Commissioner of Higher Education (OCHE) | 12. Agricultural Experiment Station (AES) | 18. Office of Public Instruction – Distrib. to Public Schools |

Leg. Day	Weekday	Date	Tentative Schedule	Topic / Agency	LFD Analyst
1	Monday	01/05/09	No subcommittee meetings		
2	Tuesday	01/06/09	No subcommittee meeting – Law School for Legislators Training		
3	Wednesday	01/07/09	Training for all new members of Joint Appropriations Subcommittees – Room 102, 8:30 am – Noon – Senator Bales, Representative Sesso, LFD Staff –Introduction to Appropriations Subcommittees –What is the general financial situation –General subcommittee procedures applicable to all subcommittees		
4	Thursday	01/08/09	Training for all new members of Joint Appropriations Subcommittees – Room 102, 8:30 am – 9:30 am – LFD Staff –Performance Measurement 10:00 am – Noon – Room 472 Joint Appropriations Education Subcommittee –Education Subcommittee Orientation – Chairman Dan Villa –Specific subcommittee procedures		
5	Friday	01/09/09	Meeting with State Board of Education – Presentation and discussion of the Executive's Education Unified Budget Request		
	Saturday	01/10/09			
6	Monday	01/12/09	Training for all new members of Joint Appropriations Subcommittees – Room 102, 8:30 am – 10:00 am – Taryn Purdy, Principal Analyst, LFD –HB2 The Barbarian – How budgets are put together, ways of making HB 2 do what you want it to do, powers and parameters, how it differs from other bills		
7	Tuesday	01/13/09	Agency Budget Overview and Agency Goals and Objectives Budget Hearing –Montana Arts Council –Montana State Library		
8	Wednesday	01/14/09	Executive Action – Montana Arts Council, Montana State Library		
9	Thursday	01/15/09	Agency Budget Overview and Agency Goals and Objectives Budget Hearing –Montana Historical Society		
10	Friday	01/16/09	Executive Action – Montana Historical Society		
	Saturday	01/17/09			
11	Monday	01/19/09	No subcommittee meeting		
12	Tuesday	01/20/09	Agency Budget Overview – Montana University System		
13	Wednesday	01/21/09	Meeting with Montana Board of Regents (Strategic Plan) Agency Goals and Objectives Budget Hearing –Two-Year Education –Community Colleges		

DRAFT - 61st LEGISLATIVE SESSION – 2009

			--Public Comment on Montana University System, Community Colleges, Tribal College Assistance, OCHE programs	
14	Thursday	01/22/09	Agency Goals and Objectives Budget Hearing – University of Montana Educational Units and Public Service Research Agencies	Pam Joehler
15	Friday	01/23/09	Agency Goals and Objectives Budget Hearing – Montana State University Educational Units and Public Service Research Agencies	Pam Joehler
	Saturday	01/24/09		
16	Monday	01/26/09	Executive Action – Montana University System OCHE Programs: 01, 02, 03, 05, 07, 08, 11, 12, 13	Pam Joehler
17	Tuesday	01/27/09	Executive Action – Montana University System...complete Programs 01 and 02... Campuses, Research Agencies, and Community Colleges – Programs 04 and 09	Pam Joehler
18	Wednesday	01/28/09	Executive Action – Montana University System...complete Programs 09 (campuses)	Pam Joehler
19	Thursday	01/29/09	Agency Goals and Objectives Budget Hearing –Board of Public Education, Montana School for the Deaf and Blind	Kris Wilkinson
20	Friday	01/30/09	Executive Action – Board of Public Education and Montana School for the Deaf & Blind	Kris Wilkinson
21	Saturday	01/31/09		
22	Monday	02/02/09	Agency Budget Overview – Office of Public Instruction	Kris Wilkinson Jim Standaert
23	Tuesday	02/03/09	Agency Goals and Objectives Budget Hearing – Office of Public Instruction: State Level Activities	Kris Wilkinson Jim Standaert
24	Wednesday	02/04/09	Agency Goals and Objectives Budget Hearing - Office of Public Instruction: Local Education Activities	Kris Wilkinson Jim Standaert
25	Thursday	02/05/09	Agency Goals and Objectives Budget Hearing – Office of Public Instruction (Continued)	Kris Wilkinson Jim Standaert
26	Friday	02/06/09	Executive Action – Office of Public Instruction... All Programs	Kris Wilkinson Jim Standaert
27	Saturday	02/07/09		LFD Staff
28	Monday	02/09/09		LFD Staff
29	Tuesday	02/10/09		LFD Staff
30	Wednesday	02/11/09		LFD Staff
31	Thursday	02/12/09		LFD Staff
32	Friday	02/13/09		LFD Staff
33	Saturday	02/14/09		LFD Staff
34	Monday	02/16/09	OPEN	LFD Staff
35	Tuesday	02/17/09	OPEN	LFD Staff
36	Wednesday	02/18/09	OPEN	LFD Staff
37	Thursday	02/19/09	OPEN	LFD Staff
38	Friday	02/20/09	OPEN	LFD Staff
39	Saturday	02/21/09		LFD Staff
40	Monday	02/23/09	OPEN	LFD Staff

Montana
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Branch

Montana Legislature



2009
Session

Update Preference List

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Preference List Name: BPE Bills of Interest Fiscal and Other

[Display Status](#)

NOTE: Use the Update button to update the Preference List name. Use the Delete button to delete the entire Preference List.

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or LC#:

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

AWARHANK@MONTANA.EDU

NEW Default 'Notify of Hearing' flag as bills are added to this list to: **Yes** ([What's this?](#))

Bills Currently in 'BPE Bills of Interest Fiscal and Other' List

LC Number	Bill Type-Number	Short Title	Delete Entry	Notify of Hearing
LC0068	SB 67	Require funding before school rules with fiscal impact implemented	Delete	Yes
LC1090	SB 80	Elect Board of Regents	Delete	Yes
LC1091	SB 81	Elect Board of Public Education	Delete	Yes
LC0439	SJ 4	Study option for improving administrative efficiencies in school system	Delete	Yes

12/17/2008 03:52 PM Mountain Time

[| Look Up Bill Information](#) | [Committee and Hearing Information](#) |
[| House Agenda\(s\)](#) | [House Journals](#) | [Daily House Floor Actions](#) |
[| Senate Agenda\(s\)](#) | [Senate Journals](#) | [Daily Senate Floor Actions](#) |
[| Legislator Information](#) | [Reports](#) |

Bill Draft Number: LC0439**Bill Type - Number:** SJ 4**Short Title:** Study option for improving administrative efficiencies in school system**Primary Sponsor:** Rick Laible**Bill Actions - Current Bill Progress:** In First House Committee--Nontabled**Bill Action Count:** 14

Action - Most Recent First	Date	Votes Yes	Votes No	Committee
(S) Referred to Committee	12/10/2008			(S) Education and Cultural Resources
(C) Introduced Bill Text Available Electronically	12/09/2008			
(S) Introduced	12/09/2008			
(C) Pre-Introduction Letter Sent	11/07/2008			
(C) Draft in Assembly/Executive Director Review	10/07/2008			
(C) Draft in Final Drafter Review	10/07/2008			
(C) Bill Draft Text Available Electronically	10/07/2008			
(C) Draft in Input/Proofing	10/07/2008			
(C) Draft to Drafter - Edit Review [SAB]	10/06/2008			
(C) Draft in Edit	10/06/2008			
(C) Draft in Legal Review	10/01/2008			
(C) Draft to Requester for Review	10/01/2008			
(C) Fiscal Note Probable	09/16/2008			
(C) Draft Request Received	09/16/2008			

Sponsor, etc.

Sponsor, etc.	Last Name/Organization	First Name Mi
Requester	Education and Local Government Interim Committee	
Drafter	Barrs	Casey
By Request Of	Education and Local Government Interim Committee	
Primary Sponsor	Laible	Rick

Subjects

Description	Revenue/Approp.	Vote Majority Req.	Subject Code
Schools and Education		Simple	SCH
Legislature, Interim Studies		Simple	LIS

Additional Bill Information

Fiscal Note Needed: No

Preintroduction Required: Y

Session Law Ch. Number:

DEADLINE

Category: Interim Study Resolutions

Transmittal Date: 04/20/2009

Return (with 2nd house amendments) Date: 04/25/2009

Section Effective Dates

No Records returned

2009 Montana Legislature

[Additional Bill Links](#) [PDF \(with line numbers\)](#)

SENATE JOINT RESOLUTION NO. 4

INTRODUCED BY R. LAIBLE

BY REQUEST OF THE EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA REQUESTING AN INTERIM STUDY TO EXAMINE OPTIONS FOR IMPROVING ADMINISTRATIVE EFFICIENCIES IN THE PUBLIC SCHOOL SYSTEM.

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

WHEREAS, in fiscal year 2007 Montana's public school system spent \$139.7 million on the general and building administration of 421 school districts, which represents 10.4% of the money spent by school districts; and

WHEREAS, a study of potential administrative efficiencies does not infringe upon the constitutional rights of the Board of Public Education or local school boards; and

WHEREAS, administrative efficiencies save money that may be used to enhance the educational system.

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

That the Legislative Council be requested to designate an appropriate interim committee, pursuant to section 5-5-217, MCA, or direct sufficient staff resources to:

- (1) examine possible options for further consolidation of administrative functions and services in the public school system;
- (2) explore possible options for further consolidation of educational jurisdictions in the public school system;
- (3) study administrative and managerial best practices in the public school system of Montana and other states; and
- (4) assess the guidelines and structures for reporting, and the process for validating, data on administrative costs in the public school system.

BE IT FURTHER RESOLVED, that the study consider approaches to administrative efficiency that are:

- (1) phased in over multiple years and are least disruptive to personnel;
- (2) a pragmatic mix of statutory or regulatory requirements and positive financial and market incentives;

(3) particularly attentive to districts within the public school system that face challenges of geographical distance and declining enrollment;

(4) sensitive to the effects that changes in administration could have on Native American students and their efforts to close the academic achievement gap; and

(5) discussed in the Montana K-12 Public School Renewal Commission's 2004 report.

BE IT FURTHER RESOLVED, that if the study is assigned to staff, any findings or conclusions be presented to and reviewed by an appropriate committee designated by the Legislative Council.

BE IT FURTHER RESOLVED, that all aspects of the study, including presentation and review requirements, be concluded prior to September 15, 2010.

BE IT FURTHER RESOLVED, that the final results of the study, including any findings, conclusions, comments, or recommendations of the appropriate committee, be reported to the 62nd Legislature.

- END -

Latest Version of SJ 4 (SJ0004.01)

Processed for the Web on December 9, 2008 (8:44am)

New language in a bill appears underlined, deleted material appears stricken.

Sponsor names are handwritten on introduced bills, hence do not appear on the bill until it is reprinted.

See the [status of this bill](#) for the bill's primary sponsor.

[Status of this Bill](#) | [2009 Legislature](#) | [Leg. Branch Home](#)

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[Authorized print version w/line numbers \(PDF format\)](#)

[[NEW SEARCH](#)]

Prepared by Montana Legislative Services

(406) 444-3064

Bill Draft Number: LC0068**Bill Type - Number:** SB 67**Short Title:** Require funding before school rules with fiscal impact implemented**Primary Sponsor:** Rick Laible**Bill Actions - Current Bill Progress:** In First House--Introduced**Bill Action Count:** 14

Action - Most Recent First	Date	Votes Yes	Votes No	Committee
(S) Fiscal Note Requested	12/15/2008			
(C) Introduced Bill Text Available Electronically	12/10/2008			
(S) Introduced	12/10/2008			
(C) Pre-Introduction Letter Sent	12/04/2008			
(C) Draft in Assembly/Executive Director Review	12/04/2008			
(C) Draft in Final Drafter Review	12/04/2008			
(C) Bill Draft Text Available Electronically	12/01/2008			
(C) Draft in Input/Proofing	12/01/2008			
(C) Draft to Drafter - Edit Review [SAB]	11/26/2008			
(C) Draft in Edit	11/26/2008			
(C) Draft in Legal Review	11/25/2008			
(C) Draft to Requester for Review	11/25/2008			
(C) Fiscal Note Probable	03/18/2008			
(C) Draft Request Received	03/18/2008			

Sponsor, etc.

Sponsor, etc.	Last Name/Organization	First Name	Mi
Requester	Laible	Rick	
Drafter	Barrs	Casey	
Primary Sponsor	Laible	Rick	

Subjects

Description	Revenue/Approp.	Vote Majority Req.	Subject Code
School Finance		Simple	SCHE
Schools and Education		Simple	SCH

Additional Bill Information

Fiscal Note Needed: Yes

Preintroduction Required: N

Session Law Ch. Number:

DEADLINE

Category: General Bills

Transmittal Date: 02/26/2009

Return (with 2nd house amendments) Date: 04/02/2009

Section Effective Dates

No Records returned

2009 Montana Legislature

Additional Bill Links PDF (with line numbers)

SENATE BILL NO. 67

INTRODUCED BY R. LAIBLE

A BILL FOR AN ACT ENTITLED: "AN ACT PROHIBITING THE BOARD OF PUBLIC EDUCATION FROM IMPLEMENTING ANY RULE, POLICY, OR STANDARD THAT WILL HAVE A SUBSTANTIAL FINANCIAL IMPACT ON A SCHOOL DISTRICT UNTIL THE LEGISLATURE APPROPRIATES MONEY TO FUND IMPLEMENTATION OF THE RULE, POLICY, OR STANDARD; AMENDING SECTIONS 1-2-113, 20-2-121, AND 20-7-101, MCA; AND PROVIDING AN EFFECTIVE DATE AND AN APPLICABILITY DATE."

WHEREAS, in drafting Article X, section 1(3), of the 1972 Montana Constitution, which requires that the Legislature provide and fund its share of the cost of a basic system of free quality public elementary and secondary schools, Delegates Harbaugh and Habedank explain, in the Montana Constitutional Convention, Verbatim Transcripts, Volume VI, pages 1961 through 1963, that the intent of the provision is to impose upon the Legislature the responsibility to fund a minimum or basic program determined or established by the Legislature; and

WHEREAS, Article XI, section 11, of the 1889 Montana Constitution vested general control and supervision of the state university system and the various other state educational institutions in one state board of education whose powers and duties were prescribed by the Legislature; and

WHEREAS, in adopting Article X, section 9, of the 1972 Constitution, the framers revised the 1889 provision by purposely creating a Board of Regents of Higher Education vested with "full power, responsibility, and authority to supervise, coordinate, manage and control the Montana university system" and a separate Board of Public Education with the authority to "exercise general supervision over the public school system and such other public educational institutions as may be assigned by law" and to perform other duties provided by law; and

WHEREAS, in the Montana Constitutional Convention, Verbatim Transcripts, Volume VI, page 2097, delegate Champoux, in explaining the differences between the language of the old provision and the proposed new provision, specifically addresses the intent of the framers to alleviate the fears of local school boards by eliminating the word "control" from the provision and vesting in the new Board of Public Education authority to "supervise" the public education system and other educational institutions "as provided by law"; and

WHEREAS, the language of Article X, section 9, of the 1972 Montana Constitution, as approved by the electorate, clearly vested in the Board of Regents full power, responsibility, and authority to manage and "control" the Montana university system and reduced the newly created Board of Public Education's role over public

education to one of "general supervision", while "supervision and control" was specifically vested in local school boards in Article X, section 8; and

WHEREAS, the plain meaning of Article X, section 9, of the 1972 Montana Constitution, along with the transcript of the 1972 Constitutional Convention, supports a conclusion that the Board of Public Education's authority did not equal that vested in the Board of Regents over higher education but rather restricted the Board's authority over primary and secondary public education to one of "general supervision" while reserving "supervision and control" of public schools to the local school district trustees; and

WHEREAS, in *Helena Elementary School District No. 1 v. State*, 236 Mont. 44, 769 P.2d 684 (1989), the Montana Supreme Court ruled that the accreditation standards adopted by the Board of Public Education by rule constitute "the minimum standards upon which a quality education must be built" but do not fully define either the constitutional rights of students or the constitutional responsibilities of the state for funding its public schools; and

WHEREAS, in 1992, a District Court decision in *Montana Board of Public Education v. State* (Cause No. BDV-91-1072, First Judicial District, 1992), held that Article X, section 9(3), of the 1972 Montana Constitution provided the Board of Public Education with "constitutional rule-making authority" which is "self-executing and independent of any power that is delegated to the Board by the legislature"; and

WHEREAS, despite this clear intent to limit the authority of the Board of Public Education to one of "general supervision" and to reserve for the Legislature a role in determining the "basic program", a combined reading of the 1989 Montana Supreme Court school funding decision and the 1992 District Court decision has, in effect, reduced the Legislature's role to one of "financier" by stripping it of any meaningful role in shaping the basic system of public education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Section 1-2-113, MCA, is amended to read:

"1-2-113. Statutes or board of public education rules, policies, or standards imposing new duties on a school district to provide -- means of financing or specific appropriation required prior to implementation.

(1) Any law enacted by the legislature that requires a school district to perform an activity or provide a service or facility ~~and~~ that will require the direct expenditure of additional funds or any rule, policy, or standard adopted by the board of public education that will require the direct expenditure of additional funds must provide a specific means or have an appropriation to finance the activity, service, ~~or~~ facility, rule, policy, or standard other than the existing property tax mill levy. Any law that fails to provide a specific means to finance the activity, service, or facility or any rule, policy, or standard for which money is not appropriated is not effective until a specific means of financing meeting the requirements of subsection (2) is provided by the legislature.

(2) Financing must be by means of a remission of money or appropriation by the state for the purpose of funding the activity, service, or facility or specifically implementing a board rule, policy, or standard. Financing must bear a reasonable relationship to the actual cost of performing the activity, or providing the service or facility, or implementing the rule, policy, or standard.

(3) Legislation passed and approved may not supersede or modify any provision of this section, except to the extent that the legislation expressly does so.

(4) This section does not apply to any law under which the required expenditure of additional funds by the board of trustees is an insubstantial amount that can be readily absorbed into the budget of an existing program."

Section 2. Section 20-2-121, MCA, is amended to read:

"20-2-121. Board of public education -- powers and duties. (1) The board of public education shall:

(1)(a) effect an orderly and uniform system for teacher certification and specialist certification and for the issuance of an emergency authorization of employment by adopting the policies prescribed by 20-4-102 and 20-4-111;

(2)(b) consider the suspension or revocation of teacher or specialist certificates and appeals from the denial of teacher or specialist certification in accordance with the provisions of 20-4-110;

(3)(c) administer and order the distribution of BASE aid in accordance with the provisions of 20-9-344;

(4)(d) adopt and enforce policies to provide uniform standards and regulations for the design, construction, and operation of school buses in accordance with the provisions of 20-10-111;

(5)(e) adopt policies prescribing the conditions when school may be conducted on Saturday and the types of pupil-instruction-related days and approval procedure for those days in accordance with the provisions of 20-1-303 and 20-1-304;

(6)(f) adopt standards of accreditation and establish the accreditation status of every school in accordance with the provisions of 20-7-101 and 20-7-102;

(7)(g) approve or disapprove educational media selected by the superintendent of public instruction for the educational media library in accordance with the provisions of 20-7-201;

(8)(h) adopt policies for the conduct of special education in accordance with the provisions of 20-7-402;

(9)(i) adopt rules for issuance of documents certifying equivalency of completion of secondary education in accordance with 20-7-131;

(10)(j) adopt policies for the conduct of programs for gifted and talented children in accordance with the provisions of 20-7-903 and 20-7-904;

(11)(k) adopt rules for student assessment in the public schools; and

(12)(l) perform any other duty prescribed from time to time by this title or any other act of the legislature.

(2) (a) The board of public education may not implement any rule, policy, or standard that will have a substantial fiscal impact on a school district until the legislature appropriates money to fund implementation of the rule, policy, or standard.

(b) Prior to adoption or amendment of any rule, policy, or standard, the board shall submit each proposal to the education and local government interim committee for review. The committee shall request a fiscal analysis to be prepared by the office of budget and program planning. The analysis must be used in the preparation of the executive budget.

(c) If the fiscal analysis of the proposal is found by the office of budget and program planning to have a substantial fiscal impact, the board may not implement the proposed rule, policy, or standard until the legislature appropriates money, as required under 1-2-113, to fund implementation of the proposed rule, policy, or standard. A substantial fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program."

Section 3. Section 20-7-101, MCA, is amended to read:

"20-7-101. Standards of accreditation. (1) Standards of accreditation for all schools must be adopted by the board of public education by rule upon the recommendations of the superintendent of public instruction.

(2) ~~Prior to~~ The adoption or amendment of any accreditation standard; is subject to the requirements in 20-2-121(2). ~~the~~ 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 office of budget and program planning ~~legislative fiscal division~~. ~~The legislative fiscal division shall provide its analysis to the interim committee and to the office of budget and program planning to be used in the 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.~~

~~(4)~~(3) Standards for the retention of school records must be as provided in 20-1-212."

NEW SECTION. Section 4. Effective date -- applicability. [This act] is effective on passage and approval and applies to any rule, policy, or standard adopted by the board of public education on or after [the effective date of this act].

- END -

Latest Version of SB 67 (SB0067.01)

Processed for the Web on December 10, 2008 (12:18pm)

New language in a bill appears underlined, deleted material appears stricken.

Sponsor names are handwritten on introduced bills, hence do not appear on the bill until it is reprinted.

See the status of this bill for the bill's primary sponsor.

[Status of this Bill | 2009 Legislature | Leg. Branch Home](#)

[This bill in WP 5.1 | All versions of all bills \(WP 5.1 format\)](#)

[Authorized print version w/line numbers \(PDF format\)](#)

[[NEW SEARCH](#)]

Prepared by Montana Legislative Services

(406) 444-3064

Bill Draft Number: LC1090**Bill Type - Number:** SB 80**Short Title:** Elect Board of Regents**Primary Sponsor:** Dan McGee**Bill Actions - Current Bill Progress:** In First House--Introduced**Bill Action Count:** 13

Action - Most Recent First	Date	Votes Yes	Votes No	Committee
(S) Fiscal Note Requested	12/17/2008			
(C) Introduced Bill Text Available Electronically	12/16/2008			
(S) Introduced	12/16/2008			
(C) Pre-Introduction Letter Sent	12/10/2008			
(C) Fiscal Note Probable	12/09/2008			
(C) Draft in Assembly/Executive Director Review	12/09/2008			
(C) Bill Draft Text Available Electronically	12/09/2008			
(C) Draft in Input/Proofing	12/09/2008			
(C) Draft to Drafter - Edit Review [SAB]	12/09/2008			
(C) Draft in Edit	12/09/2008			
(C) Draft in Legal Review	12/08/2008			
(C) Draft to Requester for Review	12/02/2008			
(C) Draft Request Received	11/25/2008			

Sponsor, etc.

Sponsor, etc.	Last Name/Organization	First Name	Mi
Requester	McGee	Dan	
Drafter	Gersovitz	Jeremy	
Primary Sponsor	McGee	Dan	

Subjects

Description	Revenue/Approp.	Vote Majority Req.	Subject Code
Constitutional Amendment Proposals		2/3 of Entire Legislature	CAP
University System (see also: Colleges)		Simple	UNIV
Public Officers and Employees		Simple	POFF

Elections (see also: Ballot Issues)

Simple

ELEC

Additional Bill Information

Fiscal Note Needed: Yes

Preintroduction Required: N

Session Law Ch. Number:

DEADLINE

Category: General Bills

Transmittal Date: 02/26/2009

Return (with 2nd house amendments) Date: 04/02/2009

Section Effective Dates

No Records returned

2009 Montana Legislature

[Additional Bill Links](#) [PDF \(with line numbers\)](#)

SENATE BILL NO. 80

INTRODUCED BY D. MCGEE

A BILL FOR AN ACT ENTITLED: "AN ACT SUBMITTING TO THE QUALIFIED ELECTORS OF MONTANA AN AMENDMENT TO ARTICLE X, SECTION 9, OF THE MONTANA CONSTITUTION TO PROVIDE FOR THE ELECTION OF THE MEMBERS OF THE BOARD OF REGENTS OF HIGHER EDUCATION; AND PROVIDING A DELAYED EFFECTIVE DATE AND AN APPLICABILITY DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Article X, section 9, of The Constitution of the State of Montana is amended to read:

"Section 9. Boards of education. (1) There is a state board of education composed of the board of regents of higher education and the board of public education. It is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. It shall submit unified budget requests. A tie vote at any meeting may be broken by the governor, who is an ex officio member of each component board.

(2) (a) The government and control of the Montana university system is vested in a board of regents of higher education which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana university system and shall supervise and coordinate other public educational institutions assigned by law.

(b) The board consists of seven members ~~appointed by the governor, and confirmed by the senate, to overlapping terms,~~ elected as provided by law. The governor and superintendent of public instruction are ex officio non-voting members of the board.

(c) The board shall appoint a commissioner of higher education and prescribe his term and duties.

(d) The funds and appropriations under the control of the board of regents are subject to the same audit provisions as are all other state funds.

(3) (a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.

(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms as provided by law. The governor, commissioner of higher education and state superintendent

of public instruction shall be ex officio non-voting members of the board."

NEW SECTION. Section 2. Effective date -- applicability. If approved by the electorate, this amendment is effective January 1, 2011, and applies to the election to be held in November 2011.

NEW SECTION. Section 3. Submission to electorate. This amendment shall be submitted to the qualified electors of Montana at the general election to be held in November 2010 by printing on the ballot the full title of this act and the following:

- FOR electing members of the board of regents of higher education.
- AGAINST electing members of the board of regents of higher education.

- END -

Latest Version of SB 80 (SB0080.01)

Processed for the Web on December 16, 2008 (10:52am)

New language in a bill appears underlined, deleted material appears stricken.

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See the [status of this bill](#) for the bill's primary sponsor.

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Prepared by Montana Legislative Services

(406) 444-3064

Bill Draft Number: LC1091**Bill Type - Number:** SB 81**Short Title:** Elect Board of Public Education**Primary Sponsor:** Dan McGee**Bill Actions - Current Bill Progress:** In First House--Introduced**Bill Action Count:** 13

Action - Most Recent First	Date	Votes Yes	Votes No	Committee
(C) Introduced Bill Text Available Electronically	12/16/2008			
(S) Introduced	12/16/2008			
(C) Pre-Introduction Letter Sent	12/10/2008			
(C) Fiscal Note Probable	12/09/2008			
(C) Draft in Assembly/Executive Director Review	12/09/2008			
(C) Draft in Final Drafter Review	12/09/2008			
(C) Bill Draft Text Available Electronically	12/09/2008			
(C) Draft in Input/Proofing	12/09/2008			
(C) Draft to Drafter - Edit Review [SAB]	12/09/2008			
(C) Draft in Edit	12/09/2008			
(C) Draft in Legal Review	12/08/2008			
(C) Draft to Requester for Review	12/02/2008			
(C) Draft Request Received	11/25/2008			

Sponsor, etc.

Sponsor, etc.	Last Name/Organization	First Name	Mi
Requester	McGee	Dan	
Drafter	Gersovitz	Jeremy	
Primary Sponsor	McGee	Dan	

Subjects

Description	Revenue/Approp.	Vote Majority Req.	Subject Code
Constitutional Amendment Proposals		2/3 of Entire Legislature	CAP
Schools and Education		Simple	SCH
Public Officers and Employees		Simple	POFF

Elections (see also: Ballot Issues)

Simple

ELEC

Additional Bill Information

Fiscal Note Needed: Yes

Preintroduction Required: N

Session Law Ch. Number:

DEADLINE

Category: General Bills

Transmittal Date: 02/26/2009

Return (with 2nd house amendments) Date: 04/02/2009

Section Effective Dates

No Records returned

2009 Montana Legislature

Additional Bill Links PDF (with line numbers)

SENATE BILL NO. 81

INTRODUCED BY D. MCGEE

A BILL FOR AN ACT ENTITLED: "AN ACT SUBMITTING TO THE QUALIFIED ELECTORS OF MONTANA AN AMENDMENT TO ARTICLE X, SECTION 9, OF THE MONTANA CONSTITUTION REQUIRING ELECTION OF THE MEMBERS OF THE BOARD OF PUBLIC EDUCATION; AND PROVIDING A DELAYED EFFECTIVE DATE AND AN APPLICABILITY DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Article X, section 9, of The Constitution of the State of Montana is amended to read:

"Section 9. Boards of education. (1) There is a state board of education composed of the board of regents of higher education and the board of public education. It is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. It shall submit unified budget requests. A tie vote at any meeting may be broken by the governor, who is an ex officio member of each component board.

(2) (a) The government and control of the Montana university system is vested in a board of regents of higher education which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana university system and shall supervise and coordinate other public educational institutions assigned by law.

(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms, as provided by law. The governor and superintendent of public instruction are ex officio non-voting members of the board.

(c) The board shall appoint a commissioner of higher education and prescribe his term and duties.

(d) The funds and appropriations under the control of the board of regents are subject to the same audit provisions as are all other state funds.

(3) (a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.

(b) The board consists of seven members ~~appointed by the governor, and confirmed by the senate, to overlapping terms~~ elected as provided by law. The governor, commissioner of higher education and state

superintendent of public instruction shall be ex officio non-voting members of the board."

NEW SECTION. **Section 2. Effective date -- applicability.** If approved by the electorate, this amendment is effective January 1, 2011, and applies to the election to be held in November 2011.

NEW SECTION. **Section 3. Submission to electorate.** This amendment shall be submitted to the qualified electors of Montana at the general election to be held in November 2010 by printing on the ballot the full title of this act and the following:

- FOR electing members of the board of public education.
- AGAINST electing members of the board of public education.

- END -

Latest Version of SB 81 (SB0081.01)

Processed for the Web on December 16, 2008 (10:52am)

New language in a bill appears underlined, deleted material appears stricken.

Sponsor names are handwritten on introduced bills, hence do not appear on the bill until it is reprinted.

See the status of this bill for the bill's primary sponsor.

[Status of this Bill | 2009 Legislature | Leg. Branch Home](#)

[This bill in WP 5.1 | All versions of all bills \(WP 5.1 format\)](#)

[Authorized print version w/line numbers \(PDF format\)](#)

[\[NEW SEARCH \]](#)

Prepared by Montana Legislative Services

(406) 444-3064

MONTANA ARTS COUNCIL

*Boosting local economies, revitalizing communities
and improving education through the arts*



BRIAN SCHWEITZER
GOVERNOR

830 NORTH WARREN STREET
FIRST FLOOR

STATE OF MONTANA

(406) 444-6430
FAX: (406) 444-6548

PO BOX 202201
HELENA, MONTANA 59620-2201
mac@mt.gov
<http://art.mt.gov>

December 4, 2008

Montana Board of Public Education:

In November, the Montana Arts Council sent a set of four 18" x 24" posters to all public schools in Montana. The posters were funded by the National Endowment for the Arts, and feature artwork by four artists who are in *Montana's Circle of American Masters* in the folk and traditional arts.

The Montana Arts Council created this program to celebrate Montana's heritage and recognize Montana folk artists for artistic excellence in their work, along with their help in preserving the state's cultural heritage.

The back of each poster has a photo of the artist, his or her biography and a visual arts lesson plan that relates to the artist's work. The lesson plans are targeted to 4th grade classroom teachers because this grade often studies Montana history. We hope middle and high school art teachers will also find the posters useful and can adapt the lesson plan for their students if they wish.

The lesson plans were written by Cheryl Bannes who is a K-12 licensed and endorsed visual arts teacher and is also an artist-in-residence for several schools and community organizations in central Montana. The lesson plans address the Montana Standards for Arts and also the Indian Education Essential Understandings where applicable.

The biographies and lesson plans are available at the Montana Arts Council's website <http://art.mt.gov/folklife/folklife_resources.asp> to print out the on 8 ½ x 11 paper (multiple pages), so the backs are available when the front of the poster is displayed.

I will have sets of the posters available for board members at the January meeting if you wish to have one.

Sincerely,

A handwritten signature in cursive script that reads "Beck McLaughlin".

Beck McLaughlin
Education and Web Services Director

1-800-282-3092 or 406-444-6522
bemclaughlin@mt.gov

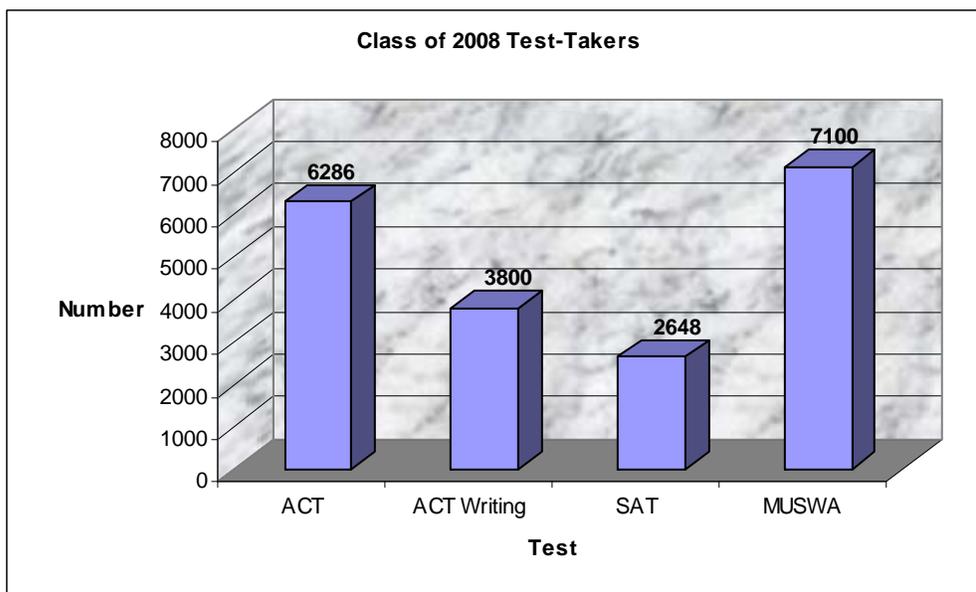
College Readiness: Test Data Summaries

Overview: Class of 2008

This report provides a brief summary of the results from the Montana's Class of 2008 who took at least one College Entrance Exams: the ACT, the SAT, and/or the Montana University System Writing Assessment. It also summarizes results from other College Board tests, including Advanced Placement, PSAT, and Subject Area Exams.

Over 60% of Montana's Class of 2008, consisting of 11,202 students* took an entrance exam. (*March 2008, WICHE)

Entrance exams are only part of the admissions requirements for Montana's four-year universities. The full array of admissions requirements include:



Regents' College Preparatory Curriculum

- 4 years English
- 3 years math
- 2 years lab sciences
- 3 years social studies

Composite/Overall College Entrance Exam Scores:

- 20 (MSU-N & UM-W) or 22 on ACT
- 1440 (MSU-N & UM-W) or 1540 on SAT; or

2.5 GPA; or
Upper Half of Class.

Math Proficiency or Rigorous Core for Full Admission/College-Level Placement

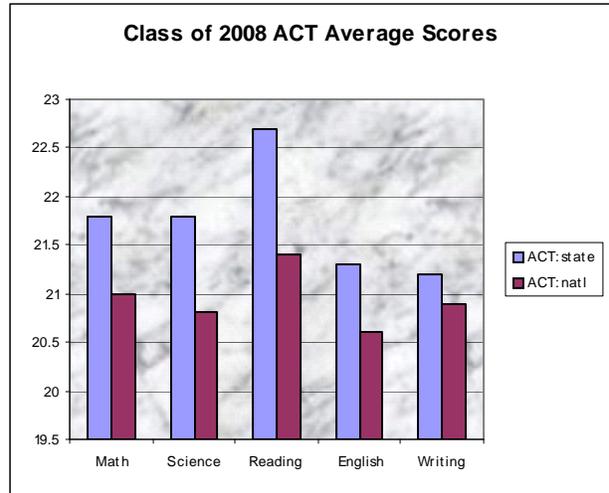
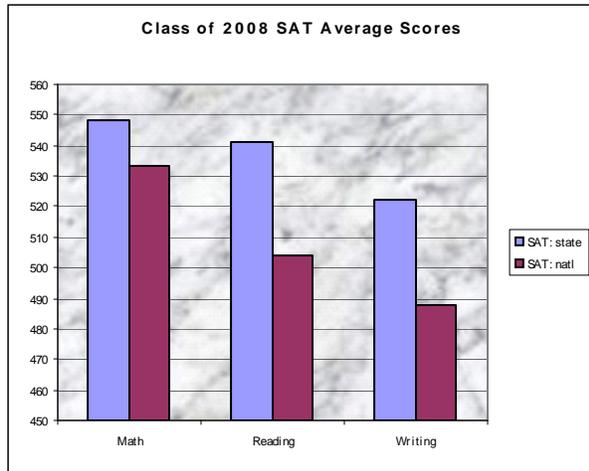
- 22 on ACT or 520 on SAT

Writing Proficiency for Full Admission/College-Level Placement

- 7 on ACT essay or 18 on ACT Combined Writing
- 7 on SAT essay or 440 on SAT Writing Section
- 3.5 on MUSWA

State & National Averages

On both the ACT and SAT, Montana's Class of 2008 scored above the national averages.



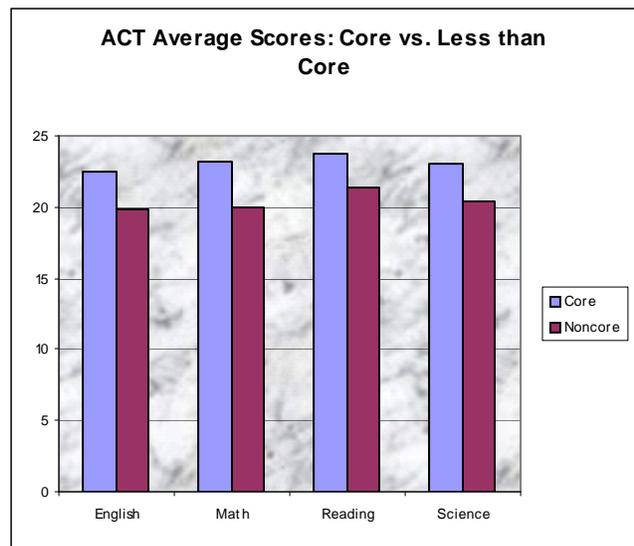
ACT tests for science and reports English and writing scores separately. (The ACT writing test is optional.) Reading scores are used to predict college readiness in the social sciences.

ACT Summary

In Montana's graduating class of 2008, 6,286 students took the ACT, representing 56.1% of Montana's graduates. The composite score (English, mathematics, reading, and science) was 22.0 overall, compared to 21.9 in 2007. The national average was 21.1. Students who took core courses (4 years English, 3 or more years math, 3 years social sciences, 3 or more years science) averaged 23.2; and those with less than core averaged 20.5.

The average for English was 21.3; for math 21.8; for reading 22.7; and for science, 21.8. The Optional Writing Test was taken by 3,800 students, whose average score was 7.2 on the Essay and 21.2 for the English/Writing Combined Score. ACT's predictive analyses indicate that 26% of the class met all four college-readiness benchmarks (a 75% chance of earning a C or higher in a credit-bearing course), with 75% of the students ready for college composition; 49% ready for college algebra; 33% ready for college biology; and 62% ready for college social sciences. From another perspective—considering scores used for admissions as college-readiness benchmarks:

- 70% of the test takers met the MSU-N and UM-W admission standard of 20 (composite);
- 52% met the MSU, MSU-B, UM, and MT Tech admission standard of 22 (composite);
- 49% met the Math Proficiency Standard for placement into college-level math;
- 78% of the 3,800 students who took the Optional Writing Test earned Combined English/Writing scores that met or exceeded the standard for placement into college-level composition (18); and
- 62% of these 3,800 test takers earned Writing Subscores that met or exceeded the standard for placement into college-level composition (7).



Montana's 325 American Indian students who took the ACT earned an average composite score of 17.7, down .4 from 2007; though the 37% who took core courses earned an average of 19.3 (17.5 without core). The number of American Indian students taking core has declined since 2000, when 50% took core or more. (Among Caucasian students, 58% took core or more in 2008 and in 2000.) American Indian averages were 16.1 in English; 17.8 in math; 18.2 in reading; and 18.3 in science.

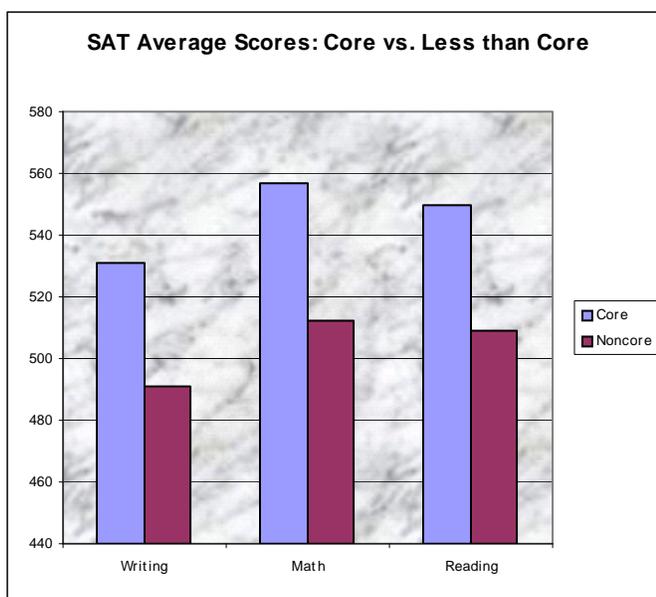
The Montana Department of Labor projects management, education, community services, health care, and computer specialties as the highest growth career fields. Based on the career information that ACT collects, student interest matches the demand in the field of education and exceeds the demand in health. We expect 18% of the annual job openings in management, but only 6% of the students are interested in those fields. In terms of readiness, only 21% of the students interested in health care meet the benchmark for college readiness in science. Students interested in computer specialties demonstrate the highest college readiness scores.

College Board Summary

SAT

The SAT Reasoning Test was taken by 2,648 students. That is a 7.8% decrease in SAT test-takers from 2007.

The mean score for Critical Reading was 541 (3 points higher than 2007) and for Writing, 522 (down 1 point from 2007). In Mathematics, the mean score was 548, as compared to 543 in 2007 and 539 in 2004. Montana students who have taken core (4 yrs English, 3 yrs math, 3 yrs social sciences, 3 yrs science) or more averaged 550 in Critical Reading; 533 in Writing; and 557 in mathematics. Nationally, the Critical Reading mean was 504; Writing was 488; and Mathematics was 533. By comparison, the 2007 national means were 504 in Critical Reading, 489 in Writing, and 533 in Mathematics.



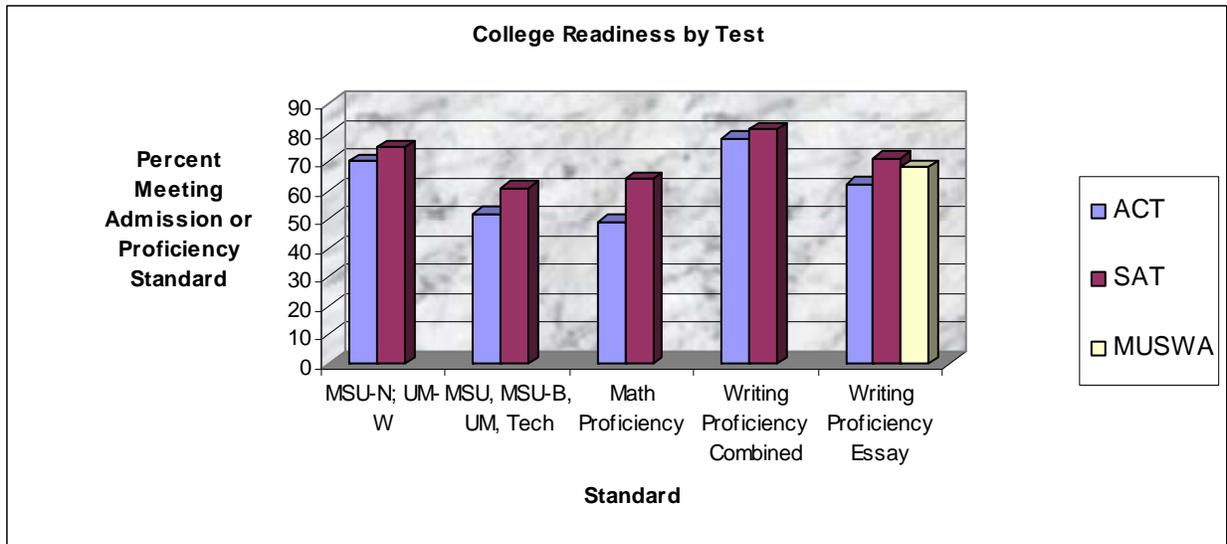
Montana students with less than core preparation scored 509 in Critical Reading, 491 in Writing, and 512 in Mathematics. Core is defined by SAT (and ACT) as 4 years English, 3 or more years math, 3 years social sciences, and 3 or more years science.

Considering scores used for admissions:

- 74.7% of the test takers met the MSU-N and UM-W admission standard of 1440;
- 61.4% met the MSU, MSU-B, UM, and MT Tech admission standard of 1540;
- 63.8% met the Math Proficiency Standard (520) for placement into college-level math
- 81.1% earned Writing scores that met the standard for placement into college-level composition (440); and
- 71% earned Essay scores that met or exceeded the standard for placement into college-level composition (7).

Montana's 40 American Indian students who took the SAT (down from 53 in 2007) earned an average Critical Reading score of 596, down 7 points from 2007; a Writing score of 463, down 8 points; and Mathematics score of 477, down 18 points from 2007.

As with ACT, College Board reports course-taking patterns, indicating that calculus, pre-calculus, physics, European history, German, and Latin, as well as multiple years of music performance correlate with the highest scores. Like ACT, this data shows the highest percentage of students selecting "health professions" as their intended college major, yet with scores below the state average.



College Readiness Is Measured by Benchmarks, Not Averages

Despite relatively high SAT and ACT average scores, students must meet admissions requirements individually. Depending on the measure used, between 49% – 81% of the students tested *College Ready*. When 50% of the students test college-ready, up to 50% of the students could need developmental courses. Students who score below the General Admission Standards (first two sets of bars) may be admitted based on their GPA or class rank. Students who score below the proficiency levels in math or writing may work to improve their skills in high school, take another placement test, or enroll in developmental courses.

College Board Summary Continued

SAT II

226 Montana students took 585 SAT II Subject Area tests, often required by highly-selective universities. Subjects taken most were Math, Literature, and U.S. History.

PSAT/NMSQT

5,832 Montana sophomores and juniors took the PSAT; 4,873 of whom will graduate in 2009. National Merit Scholarships are awarded based on PSAT scores. The mean Math score for juniors was 49.9, compared to a 48.2 nationally; Critical Reading's mean score was 48.2, compared a 46.8 national mean; and the Writing Skills average was 46.7, compared to 45.9 nationally.

AP (Advanced Placement)

2,623 Montana students took 4,048 AP exams, of which 2,585 had scores of 3 or above, meaning scores may be used to waive or earn credit for college courses. The number of test-takers was up (6.2%), and the number of scores of 3 or above increased 5.5% since 2007. 42 American Indian students took AP tests (an increase of 23.5% from 2007) and 20 of those students earned scores of 3 or above.

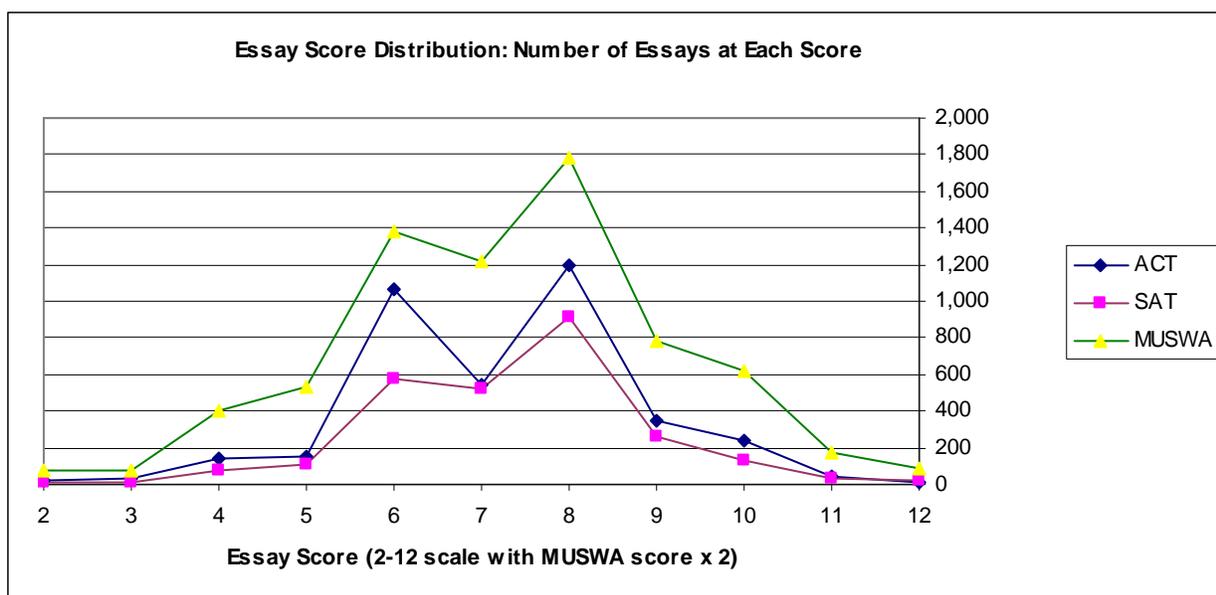
977 English Literature and Composition tests (69% with scores of 3 or above); 496 English Language and Composition tests (69% with scores of 3 or above); 576 US History tests (58% with scores of 3 or above); 400 Biology tests (43% with scores of 3 or above), and 393 Calculus AB tests (58% with scores of 3 or above) made up 70% of the tests taken. The number of biology tests was 107 more in 2008 than in 2007. Others remained about the same.

Montana University System Writing Assessment Summary

In Montana's graduating class of 2008, 6,608 students took the MUSWA as juniors in 2007 and 492 took the MUSWA as seniors. The average score of those juniors was 3.5 and the average score of those seniors (who were re-taking the test to improve their scores) was 3.6. Students who indicated that they plan to continue their education at a college or university in Montana had an average score of 3.7 in 2008 and 3.5 in 2007. For both years, 81% of the students plan to go to college.

- In the class of 2008, among those students who tested as juniors 63% earned MUSWA scores that met or exceeded the standard for placement into college-level composition (3.5).
- In the class of 2008, among those students who tested as seniors 61% earned MUSWA scores that met or exceeded the standard for placement into college-level composition (3.5).
- For the 2008 test, among students planning to go to college, 68% earned scores that met or exceeded the standard for placement into college-level composition (3.5).
- Among the 438 American Indian students who took the MUSWA, 40.3% met or exceeded the standard for placement into college-level composition (3.5).

Essay Scores from ACT, SAT, and MUSWA Reveal Similar Distribution



The graph above shows the number of students in the Class of 2008 who earned each essay score. As the graph uses the ACT/SAT scale of 2-12 points, the MUSWA scores have been doubled. Each whole number reflects perfect agreement between two scorers, whereas the odd numbers reflect adjacent scores. A score of 7 marks the threshold between non-proficient and proficient essays.

For questions about this report or to obtain more information, including full reports from ACT, SAT, or MUSWA, please contact: Jan Clinard, Director of Academic Initiatives, Office of the Commissioner of Higher Education
jclinard@montana.edu 406-444-0652

*This report was distributed to the Montana Board of Regents in September 2008.
An abbreviated Power Point of this report was given at the November Board of Regents meeting.
Questions generated by this report are printed and answered on the following page.*

Montana's averages look pretty good. Why, then, do approximately 1/3 of entering freshmen require some form of remediation?

These students' averages are very near the thresholds for placement into college-level mathematics courses. Their average on the math portion of the ACT was 21.8, but a 22 is required for placement into college-level math. Based simply on the ACT score, only 49% of these students would place into college-level math. After taking additional coursework as seniors and another placement exam on campus (if they score near the threshold), 37% of the incoming freshman from Montana's high schools are placed into developmental math courses.

Their averages are above the thresholds for placement into college-level composition. Their average on the composite score of the ACT was 21.2 (the threshold score is 18) and on the essay alone, the average was 7.2 (the threshold is 7). As a result, 12.4% of these students are placed into developmental composition.

Why do so many high school students take the MUSWA when ACT and SAT now offer writing assessments?

The MUSWA is the writing assessment of choice for most of Montana's high schools because it provides a number of benefits to the students, teachers, and schools:

1. Students can select from two different prompts, can write for up to 40 minutes, and have the option of word-processing their essays. ACT and SAT offer none of these features.
2. Students who earn the highest scores receive *Letters of Recognition* for their scholarship and college application files.
3. Teachers can participate in intensive professional development in writing instruction and assessment each spring, learning how they can better prepare their students for college writing and interacting with teachers and college instructors from their regions.
4. Teachers can earn college credits or OPI Renewal Units for participation in the professional development activities related to the MUSWA.
5. Participating schools can use Webwriters (funded by SAF) for student instruction and the submission of practice essays.
6. Schools get feedback on the writing proficiency of all their students, including information on their strengths and weaknesses, comparisons with state data, and feedback on school improvement gains.

Schools can become eligible for *Awards of Merit* for their trophy cases, based on their overall school averages.

How does Montana's college continuation rate compare to the percent of students taking admissions exams?

In 2006, 58% of Montana's high school graduates went directly to college, which is very close to the 60% of Montana's test-takers. Of the 7,100 MUSWA test-takers, 30% indicated that they plan to attend college out of state. About 34% of Montana's high school graduates attend college in the MUS, and that percent rises to 38% if community and tribal colleges are included.

How do other states leverage entrance exams to improve college preparation?

In Montana, as in other states, data showing how taking rigorous high school coursework leads to higher test scores and college continuation rates have been used to promote a rigorous core. Montana's Office of Public Instruction has just published "Are You Ready for Success?" Many states have increased their graduation requirements to match their college entrance standards or to set a rigorous core for all students.

In addition, a number of states now pay for a college entrance exam for all high school juniors and as a result, have seen their college-going rates increase. In Colorado, after requiring that all students take the ACT, enrollment in the state's two- and four-year campuses increased 34.4% between 2001 and 2003. Illinois, another ACT state adoption, saw college enrollment increase 24% between 2001 and 2002.

Within the OPI Budget released by the Governor's Office, is a new proposal (NP 26 Student Assessment) to transfer an appropriation of \$325,000 previously used for a Norm-Referenced Test to use for a national, curriculum-based college entrance examination. If approved, this could have a positive effect on college preparation and enrollments in Montana.

2009 Writing Assessment Workshops

Training and scoring for the Montana University Writing Assessment provides a rewarding professional development opportunity for the writing teachers of Montana, from K-12 and college levels. Several convenient sites are hosting these events and trainers from local schools and colleges serve as leaders. Evaluations from previous workshops often include statements such as “the best professional development ever” and “I wouldn’t miss this!”

Beginning at 8:15 a.m. on the first day, participants learn to use the rubric by scoring several sets of essays. Scorers end the first day by completing a “calibration” set to ensure that they can use the rubric accurately. After a short review on day two, each participant scores about 80 essays, ending by around 3:30 p.m., depending on the pace of scoring. Scorers work at tables, developing new friendships, picking up tips on teaching writing, and coming to consensus about proficiency levels of the writers. Breakfast snacks and lunch are provided on both days. Participants should expect each day to begin at 8:15 and end between 3:15 and 4:00 p.m.

Each school must cover travel and substitute teacher costs for its teachers. There is no registration fee. College credit is available for a small processing fee and OPI renewal units are available at no cost. Participants are responsible for arranging their own lodging. Scorers are not obligated to attend the closest site or the same site as school colleagues.

Please FAX this registration form as soon as possible, but at least **by February 27**. Or, you may call 444-0652 or e-mail jclinard@montana.edu with this information.

To: Jan Clinard

FAX (406) 444-1469

From: _____

Name of School or Institution

Please check the date and site you will attend, using a second page, if necessary.

- | | |
|--|---|
| <input type="checkbox"/> Monday and Tuesday, March 9-10 | Helena: The Colonial Inn |
| <input type="checkbox"/> Monday and Tuesday, March 16-17 | Kalispell: Glacier High School |
| <input type="checkbox"/> Wednesday and Thursday, March 18-19 | Missoula: Hilton Garden Inn |
| <input type="checkbox"/> Monday and Tuesday, March 23-24 | Billings: MSU-Billings, SUB Lewis and Clark Room |
| <input type="checkbox"/> Tuesday and Wednesday, March 24-25 | Miles City: Miles Community College |
| <input type="checkbox"/> Thursday and Friday, March 26-27 | Bozeman: Hilton Garden Inn |
| <input type="checkbox"/> Monday and Tuesday, March 30-31 | Glasgow: Cottonwood Inn |
| <input type="checkbox"/> Wednesday and Thursday, April 1-2 | Great Falls: MSU-GF COT, Heritage Hall |

Participant’s (Scorer’s) Names

E-Mail Address

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

EXECUTIVE SUMMARY

DATE: JANUARY 2009

- PRESENTATION:** Transportation - Annual Report
- PRESENTER:** Maxine Mougeot
State Director/Fiscal Officer
Office of Public Instruction
- OVERVIEW:** The presentation will include information regarding the continued growth of the school bus driver training program, the progress of the web-based transportation program and information about the new Federal Rule regarding lap/shoulder belts in school buses.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation is designed to update the Board of Public Education with limited statistics, current issues facing the transportation community and current success of the transportation program. New construction and operational standards are currently being written and will be presented to the Board of Public Education at a later date.
- RECOMMENDATION(S):** The presentation is informational. Nothing is being recommended to the BPE other than its continued support for safe and consistent transportation for the students of Montana.



OFFICE OF PUBLIC INSTRUCTION

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(406) 444-0169 (TTY)

Good Morning/Afternoon

Madam Chairperson, Members of the Board, Superintendent Juneau, and honored guests,

I am Maxine Mougeot, Pupil Transportation Director for the State of Montana. I am here today to provide the annual report to you regarding pupil transportation in Montana.

Transportation Data

Transportation data changes very little from one year to the next. We transport nearly 70,000 of Montana's school children on board the "Big Yellow Bus." We entrust those children to well trained, certified school bus drivers who drive nearly 18 million miles per year.

Ridership was down a little in 2007-2008. Some schools cut routes due to the price of diesel. It is impossible to know what will happen for the current year. Diesel should be less than regular gas but has not been for quite some time. The negative impact on transportation nationwide has been tremendous although we are doing somewhat better in Montana.

During the 2007-2008 school year, districts and contractors added 85 new 2009 yellow replacement buses to the Montana fleet. Less than ½ of the buses are district owned and more than ½ of the buses are contractor owned. Nearly ½ of the entire fleet is greater than 10 years old.

We also provide individual transportation contracts to 1,361 families. These contracts provide partial mileage reimbursement to parents that have to transport students to school or to the nearest bus stop. Families have requested reimbursement of approximately \$777,242. Both numbers are down from the previous school year. The reimbursement rate for regular contracts is much less than the cost of driving a car to school.

Since the 1999-2000 school year the state and county reimbursement has increased by about 15% while the local levy for transportation has increased by a whopping 46%. This may be due, at least partially, to the price of diesel fuel.

School Bus Driver Training Program

The Montana Association for Pupil Transportation (MAPT) will hold the annual conference in Great Falls in June of 2009. Betty Kunkel of the Cascade County Superintendents office will host the conference and provide assistance to the MAPT Board allowing the Association to

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

provide training to a group of about 500 drivers. The conference organizers continue to find quality trainers and speakers in an effort to keep the content fresh and stimulating.

Web-based On-line Transportation Program

Beginning July 1, 2008 we eliminated the need for approximately 25,000 pieces of paper to cross my desk annually from schools across the state. I expect to have a totally paperless program as far as OPI is concerned for next school year. I still have complete rights to monitor, correct and guide the districts as they do their data entry. School districts must send the original transportation documents with signatures to the county superintendent. We have updated the Administrative Rule to reflect these requirements effective September 30, 2008.

Over the years, I have spent a lot of time helping districts correct errors that they made on their transportation claims. Normally we pay an additional \$200,000 in September as a result of those corrections. This September we had only 7 corrections for the prior year that amounted to about \$13,500. With a little extra diligence on my part, I hope to help further minimize corrections for the 2008-2009 school year.

Lynnette Geske programmed several new modules for me this year. Districts can now enter the bus accident data on-line and soon we will be able to print individual accident reports, district total reports, and state total reports. In addition, I can send timely emails from within the program to help districts meet the deadlines. I am finding the program to be very efficient and user friendly.

Lap/Shoulder Belts

In the fall of 2007, the federal government issued a notice of proposed rule making (NPRM) that we talked about the last time I visited with you. The final rule for that notice came late this fall and has an effective date of April 20, 2009. The State Directors and local transportation directors from across the nation were not very happy with the language in new rule. The first issue, which we expected, was that of the safety of the small buses, 10,000 pounds or less. The final rule requires 24 inch seat backs (measured from the seating reference point) and lap/shoulder restraints in all small buses manufactured after the effective date of October 21, 2011.

Key Elements of the new Rule

Effective October 21, 2009

- All School Buses - All seat bottom cushions that are designed to flip up or be removable must have a self-latching mechanism.

October 21, 2011:

- School Buses with a GVWR of 10,000 pounds or less must have lap-shoulder belt restraints for all seating positions.

- All new small buses manufactured on or after effective the date - All seats must be constructed with seat back height at a minimum of 24" above the Seating Reference Point (actually 28" when measured from the top of the seat bottom). This is equivalent to the high back seats currently required by some states.

We have 177 of the small buses in the state. They are used mostly for children with special needs and in small schools with lower ridership. Most of the seat backs are at the appropriate height but probably $\frac{3}{4}$ of them have lap only belts.

The next piece of the new rule deals with the larger buses. I am disappointed in the language in the final rule. There is nothing to deter districts from installing lap only belts which are much cheaper but also provide more danger to students. The buses we have on the road today were built for compartmentalization and not any kind of restraints.

- Voluntarily-installed seat belts in large school buses must meet the performance standards and other requirements specified by this final rule for any new buses manufactured on or after October 21, 2011.

Why not retro-fit?

- Compartmentalization (currently all buses meet construction standards for compartmentalization)
 - Seats are spaced too close together (danger is to children that are the right height to hit their heads on the seat in front, causing neck injuries).
 - Lap only belts are dangerous for small children due to their forming body structure causing hip, back and internal injuries.
 - Seat anchorage is not strong enough to hold the weight of children that would be attached to the seats.
 - Seat bottoms lack construction strength to have belts attached.
 - Loss of bus capacity – only 2 small children to a seat rather than 3.
 - Less expensive non-retractable belts are difficult to clean and maintain.

The final rule suggests that Federal Section 402 funding be used when districts decide to install belting systems in their buses. Section 402 funds are currently used for existing highway safety programs and these funds are limited. In addition these funds would not be available for any contracted buses. The districts would eventually pay the additional costs as they do presently with contractor-purchased fuel taxes. If the installation of lap/shoulder restraints is for the safety of our children and grandchildren, then it should be funded in a way that does not compete with other important safety programs.

Closing

I appreciate this opportunity to provide information to you about Montana's school transportation program. With your support and understanding I know that we will continue to meet our mutual goal of providing the safest transportation possible for Montana's school children.

MONTANA PUPIL TRANSPORTATION DATA

SCHOOL YEAR	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Montana Population	902,195(est)	902,195(est)	902,195(est)	926,865(est)	926,865(est)	946,795	957,861
Student Population							
Elementary (PreK-8) School	102,628	101,038	99,976	98,457	97,612	97,137	96,627
Secondary (9-12) School	49,123	48,763	48,192	48,095	47,647	46,117	46,471
Other State Funded School	196	194	188	153	157	157	123
Total Student Population	151,947	149,995	148,356	146,705	145,416	143,411	143,221
Transported via School Bus at Public Expense	50,646	54,143	55,275	55,880	56,015	57,781	55,280
Ineligible Public School Pupils Transported via School Bus	13,305	13,975	12,977	10,578	11,773	11,593	12,180
Non-Public Riders	104	100	226	143	117	81	82
Total School Bus Ridership (as reported on the TR-1)	64,055	68,218	68,478	66,601	67,905	69,455	67,542
Ridership % of Student Population	42.2%	45.5%	46.2%	45.4%	46.7%	48.4%	47.2%
School bus route miles Traveled per School Year (190 days)	18,068,322	18,049,284	18,169,444	18,187,425	19,082,435	18,071,530	17,920,436
Number of School bus Routes	1,967	2,090	2,120	2,083	2,092	2,080	2,055
Average Route Mileage per Day	47.8	54	53	54	53	54	53
Longest Route (miles per day TR-1)	253.0	226	253	253	253	268	268
Number of individual Contracts (parents paid to transport children)	1,655	1,555	1,529	1,506	1,470	1,405	1,361
Combined State and County Reimbursement for Individual Contracts	\$728,108	\$690,895.54	\$651,725.00	\$630,569	\$612,115	\$836,272	\$777,242
Expenditures as Reported on Trustees Reports	\$45,844,810	\$48,790,768	\$51,469,978	\$54,892,767	\$58,149,934	\$61,102,539	\$64,710,315
Funding Sources							
State	\$10,360,878	10,300,000	11,880,105	12,156,767	12,399,886	12,421,170	12,348,907
County	\$10,047,483	10,300,000	11,728,577	12,076,632	12,303,608	12,357,850	12,297,065
District or Local	\$25,436,449	\$28,190,768	\$27,861,296	\$30,659,368	\$33,446,440	\$36,323,519	\$40,064,343
Certified School Bus Drivers (TR-35) Total	3,182	3,066	3,287	3,324	3,324	2,326	2,556
School Bus By Type							
Type A	202	211	216	206	228	225	219
Type B	31	32	39	37	48	44	47
Type C	1,357	1,497	1,482	1,553	1,676	1,619	1,655
Type D	666	753	808	810	859	841	868
Missing Data	0	0	0	0	0	0	0
Total School Buses	2,256	2,493	2,545	2,606	2,811	2,729	2,789
School Buses By Ownership							
District owned	1,234	1,330	1,353	1,417	1,278	1,249	1,254
Contractor Owned	1,022	1,163	1,192	1,189	1,533	1,480	1,535
Missing Data	0	0	0	0	0	0	0
Total School buses	2,256	2,493	2,545	2,606	2,811	2,729	2,789

MONTANA PUPIL TRANSPORTATION DATA

Model Year of School Buses	SY- 2002-2003 Data # of Buses % of Total	SY- 2003-2004 Data # of Buses % of Total	SY- 2004-2005 Data # of Buses % of Total	SY- 2005-2006 Data # of Buses % of Total	SY- 2006-2007 Data # of Buses % of Total	SY- 2007-2008 Data # of Buses % of Total
2009				3 0.1%	82 2.9%	85 3.0%
2008			2 0.1%	83 3.0%	104 3.7%	135 4.8%
2007			77 3.0%	107 3.8%	111 3.9%	105 3.7%
2006			187 7.2%	195 6.9%	185 6.6%	112 4.0%
2005		110 4.3%	153 5.9%	152 5.4%	148 5.3%	181 6.4%
2004	9 0.4%	146 5.7%	120 4.6%	130 4.6%	120 4.3%	146 5.2%
2003	83 3.6%	121 4.8%	155 5.9%	159 5.7%	148 5.3%	124 4.4%
2002	129 5.5%	147 5.8%	148 5.7%	129 4.6%	123 4.4%	142 5.1%
2001	140 6.0%	149 5.9%	132 5.1%	129 4.6%	104 3.7%	146 5.2%
2000	122 5.2%	124 4.9%	120 4.6%	111 3.9%	109 3.9%	117 4.2%
1999	114 4.9%	110 4.3%	123 4.7%	114 4.1%	117 4.2%	103 3.7%
1998	110 4.7%	133 5.2%	122 4.7%	120 4.3%	117 4.2%	110 3.9%
1997	127 5.5%	125 4.9%	141 5.4%	131 4.7%	124 4.4%	120 4.3%
1996	127 5.5%	138 5.4%	134 5.1%	121 4.3%	105 3.7%	111 3.9%
1995	124 5.3%	119 4.7%	101 3.9%	108 3.8%	102 3.6%	102 3.6%
1994	113 4.9%	160 6.3%	156 6.0%	195 6.9%	168 6.0%	101 3.6%
1993	173 7.4%	120 4.7%	106 4.1%	95 3.4%	83 3.0%	156 5.5%
1992	124 5.3%	117 4.6%	107 4.1%	99 3.5%	93 3.3%	85 3.0%
1991	123 5.3%	139 5.5%	119 4.6%	118 4.2%	109 3.9%	86 3.1%
1990	157 6.7%	467 18.3%	403 15.5%	493 17.5%	451 16.0%	105 3.7%
Older than 1990	561 24.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	417 14.8%
Missing Data	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total Buses	2327 100.0%	2545 100.0%	2608 100.0%	2811 100.0%	2729 100.0%	2789 100.0%
Older than 1977	6 0.3%	4 0.2%	4 0.2%	4 0.1%	3 0.1%	3 0.1%
Maxine Mougout						
Updated 12/16/2008						
Montana Pupil Transportation						
Statistical Data						



Montana Association of School Nurses

HEALTHY CHILDREN ARE SUCCESSFUL LEARNERS EVERY CHILD DESERVES A SCHOOL NURSE

School Nursing Services in Montana 1:750

One Registered, Professional School Nurse for Every 750 Students In 2009

The Montana Association of School Nurses will be seeking school nursing services in Montana schools at a ratio of 1 registered, professional school nurse to 750 students. We will be approaching the Montana Board of Public Education in January, 2009 with our request. At the present time, Montana maintains a school nurse to student ratio of 1:1500, and ranks #34 of 50 states in provision of school nursing services.

Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. The school nurse insures the optimum health and well-being of all students and school staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community.

Research indicates that schools employing school nurses have fewer student absences, decreased drop-out rates, and higher test scores.

The needs are not limited to those students with asthma, life-threatening allergies, diabetes, seizure disorders, mental health issues, and impairments in learning ability, vision, hearing, and mobility who require nursing services to remain in school during the day. Preventative care, promotion of healthy lifestyles, treatment of injuries and illnesses, and emergency response are nursing functions that affect all students in schools. The school nurse is a direct link to parents in providing for the healthiest learning environment for their children.

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Healthy Children Learn Better! School Nurses Make a Difference

How Does Your District Measure Up?

Rank	Population	State
1	298	Vermont
2	376	New Hampshire
3	434	DC
4	440	OSHNA
5	504	Connecticut
6	506	Delaware
7	524	Massachusetts
8	533	Alaska
9	577	Wyoming
10	584	Kansas
11	590	Rhode Island
12	672	New Jersey
13	689	Maine
14	793	New Mexico
15	794	Missouri
16	865	Pennsylvania
17	870	Texas
18	902	South Carolina
19	937	Alabama
20	963	Iowa
21	1,001	New York
22	1,012	Indiana
23	1,035	Maryland
24	1,087	Arkansas
25	1,170	Arizona
26	1,204	Virginia
27	1,212	Washington
28	1,344	West Virginia
29	1,354	South Dakota
30	1,404	Minnesota
31	1,405	Nebraska
32	1,412	Mississippi
33	1,463	Nevada
34	1,467	Montana
35	1,500	Colorado
36	1,571	North Carolina
37	1,577	Kentucky
38	1,589	Wisconsin
39	1,598	Georgia
40	1,628	Tennessee
41	2,030	Illinois
42	2,078	Louisiana
43	2,159	Florida
44	2,230	California
45	2,316	Ohio
46	2,444	Oregon
47	2,494	Idaho
48	3,248	Oklahoma
49	3,888	North Dakota
50	4,274	Michigan
51	5,539	Utah



Q) *How do School Nurses help children learn?*

A) The school nurses' role includes:

- Assessing student health status and making referrals
- Identifying vision and hearing problems that impact learning
- Delivering emergency care
- Administering medication and vaccines
- Performing health care procedures
- Disaster preparedness
- Providing health counseling and Wellness programs

Q) *What benefits can I expect from hiring School Nurses?*

- A) • Help students manage chronic illness, increasing presenteeism
- Less absenteeism due to health concerns
 - Improved attendance = academic success
 - Keeping students at school and parents at work
 - Allows teachers to teach instead of providing health care for children
 - Help manage asthma reducing emergency room visits
 - Wellness programs for staff

Q) *How many School Nurses does my district need?*

- A) NASN and Healthy People 2010 recommend minimum ratios to full-time RN's to students depending on the needs of the student populations:
- 1:750 WELL students
 - 1:225 in the student populations that may require daily professional school nursing Services or interventions such as Special Ed inclusions
 - 1:125 in student populations with complex health care needs
 - 1:1 may be necessary for individual students with multiple disabilities

Q) *How are School Nurses funded?*

- A) Local School Districts budget, State budget, EPSDT, Title I, Medicaid (Only 42% of Schools access Medicaid funds!)

Q) *Can a secretary or paraeducator fill this role?*

- A) Not safely.

Q) *Why?*

- A) 24% of children have vision deficiencies
 17% of children are obese/overweight
 13% of children are prescribed medication more than 90 days
 10% of children have mental/emotional behavioral problems
 6% of children missed more than 11 days due to illness/injury
 5% of children have asthma
 5% of children have food allergies
 5% of children have a seizure disorder
 5% of children have hearing deficiencies
 5% of children have ADHD

National Association of School Nurses

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The Impact of School Nursing on School Performance: A Research Synthesis

Erin Maughan, RN, MS

ABSTRACT: School nurses work in an educational setting. Due to budget cuts, different goals, and confusion between educators and nurses regarding the school nurse role, school nurses are being asked to demonstrate their effectiveness and justify their presence in elementary and secondary schools. Although school nursing was first initiated 100 years ago, a review of the literature published since 1965 indicates that 15 studies have been conducted that examine the impact of school nurses on academic performance. However, today many articles have recommended more research linking school nursing to educational outcomes. This article synthesizes the results of 15 research articles. Findings from these studies indicate that nursing interventions targeted at specific populations, including parents, have had significant effects. A relationship between school nurses' interventions and absenteeism is also suggested. Limitations of these studies are discussed, along with suggestions for future research.

KEY WORDS: absenteeism, academic achievement, educational outcomes, school health services, school nurse, school performance

INTRODUCTION

School nursing was established in New York City by Lillian Wald in 1902. She and her colleagues observed and recorded the number of communicable diseases they had seen and the lack of knowledge by the families on how to treat the disease (Wald, 1915). After months of careful record keeping, Wald presented data to the New York School Education Administration showing the need for nurses in the schools. In a trial program, a nurse, Lina Rogers, was placed in four New York City Schools for 1 month (Wald, 1915). During that month, Rogers administered 893 treatments and visited 137 homes, helping 25 children return to school (Rogers, 1905). The project was so successful that in less than 2 months, 12 more nurses were employed in the schools of New York City; the following year, additional nurses were hired. By 1903, 98% of the children who previously had been excluded were

now retained in the classroom (Rogers, 1905). Soon other areas of the country followed suit and hired nurses to work in schools. What began as an experimental program developed into a system change that spread over the entire country.

Today, there are school nurses in every state. Yet budget cuts and lack of information regarding their effectiveness have compelled school systems to question whether school nurses are needed. Studies have examined various roles and measurable outcomes of a school nurse (Stock, Larter, Kieckhefer, Thronson, & Maire, 2002; Wainright, Thomas, & Jones, 2000). Research has also linked health and academic performance (Lavin, Shapiro, & Weill, 1992; Swingle, 1997; Symons, Cinelli, James, & Groff, 1997). Yet few studies have addressed the link between school nursing interventions and academic performance. Leaders in school nursing have acknowledged this gap and have emphasized the need for research that shows the effectiveness of school nurses on school performance (Edwards, 2002; Hootman, 2002). The purpose of this article is to synthesize the results of past research studies demonstrating the impact of school nurses on school performance of students. In this article, school performance is defined as any factor that influences a child's ability to learn. These factors include absentee-

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This article is based on a class project done for the doctoral program course "Domains of Knowledge" at the University of Utah College of Nursing, Salt Lake City, UT.

ism, time spent out of the classroom, and chronic disease management in the school.

REVIEW PROCESS AND SELECTION CRITERIA

Several computerized databases were searched, including EBSCO online (CINAHL), Educational Resource Information Center Database (ERIC), Medline, Academic Search Elite, Health Source: Nursing/Academic, Health Source: Consumer, and OVID (CINAHL, Cochrane). The Office of School Health's reference library computer database at the University of Colorado was also searched. ERIC, the database for education, and PubMed, the most recent form of Medline, were also queried separately to ensure that no articles were overlooked. Key words used in the searches included school nurse, school nursing, school health services, academic achievement, educational outcomes, absenteeism, graduation, and school performance. A manual search of the indexes of the *Journal of School Health* since 1970 was also performed.

Approximately 200 articles were initially identified. Inclusion criteria for this synthesis included school-related articles written in English and published since 1965. Most importantly, the study had to include a school nurse as part of the intervention. Studies related to school nurse practitioners were excluded because the roles of the school nurse and the school nurse practitioner are significantly different. Both quantitative and qualitative research designs were included. On the basis of these criteria, only 15 studies qualified for this review. Of these studies, none used a purely qualitative design. Most articles used both quantitative and qualitative components.

Description of Studies

Eleven of the studies used quasi-experimental designs (Bryan & Cook, 1967; Cameron et al., 1999; Chen, Fitzgerald, DeStefano, & Chen, 1991; Ferson, Fitzsimmons, Christie, & Woollett, 1995; Kimel, 1996; Lamb, Puskar, Sereika, & Corcoran, 1998; Larsson & Carlsson, 1996; Long, Whitman, Johansson, Williams, & Tuthill, 1975; Perry & Toole, 2000; Persaud et al., 1996; Werch, Carlson, Pappas, & DiClemente, 1996), three studies were descriptive in nature (Allen, 2002; Bonny, Britto, Klostermann, Hornung, & Slap, 2000; Coleman & Hawkins, 1970), and one was a secondary analyses of quantitative data (Fryer & Igoe, 1995). The majority of quasi-experimental designs initially used convenience samples, in which participants were then randomly assigned to either an intervention or control group (Bryan & Cook, 1967; Cameron et al., 1999; Chen et al., 1991; Ferson et al., 1995; Kimel, 1996; Lamb et al., 1998; Larsson & Carlsson, 1996; Long et al., 1975; Persaud et al., 1996; Werch et al., 1996). Analyses focused on the differences between the control and experimental groups.

Four of the studies identified the school as the unit of analysis (Allen, 2002; Bryan & Cook, 1967; Cameron et al., 1999; Long et al., 1975), one chose the classroom (Coleman & Hawkins, 1970), but the majority selected the students as the unit of analysis (Chen et al., 1991; Coleman & Hawkins, 1970; Ferson et al., 1995; Kimel, 1996; Lamb et al., 1998; Larsson & Carlsson, 1996; Perry & Toole, 2000; Persaud et al., 1996; Werch et al., 1996). Sample sizes ranged from 17 to 10,056 participants. Six of the studies focused on middle and high school students (Bonny et al., 2000; Chen et al., 1991; Fryer & Igoe, 1995; Lamb et al., 1998; Larsson & Carlsson, 1996; Werch et al., 1996), whereas the other nine investigated elementary school students, including one study directed toward the parents of elementary school-age students (Allen, 2002; Bryan & Cook, 1967; Cameron et al., 1999; Coleman & Hawkins, 1970; Ferson et al., 1995; Kimel, 1996; Long et al., 1975; Perry & Toole, 2000; Persaud et al., 1996). Studies were conducted in different regions of the United States, as well as in Sweden, Australia, and Canada. Table 1 provides a synopsis of the research design, sample, and results of each article.

Conceptual Framework

Eleven of the studies had a conceptual framework that guided the data collection and analysis process (Allen, 2002; Bonny et al., 2000; Bryan & Cook, 1967; Cameron et al., 1999; Chen et al., 1991; Coleman & Hawkins, 1970; Kimel, 1996; Lamb et al., 1998; Long et al., 1975; Perry & Toole, 2000; Werch et al., 1996). Several of the frameworks complemented each other, such as individual counseling, focused intervention, and concentrated nursing services (Bryan & Cook, 1967; Chen et al., 1991; Long et al., 1975); the Health Belief Model and Jerrett and Costello's model of illness (Perry & Toole, 2000; Werch et al., 1996); and age/developmental strategies (Coleman & Hawkins, 1970; Lamb et al., 1998).

FINDINGS

Two major themes were identified in the review of the literature: (a) the impact of school nursing on school performance, and (b) the effectiveness of interventions on specific or targeted populations.

School Performance

The goal of the school system is to educate students and help them develop the skills needed in life (Weller, 2001). Being absent during instruction time affects school performance and students' ability to learn. Several studies identified absenteeism as an important outcome that school nurses influence (Allen, 2002; Ferson et al., 1995; Fryer & Igoe, 1995; Kimel, 1996; Long et al., 1975). Allen (2002) showed that elementary schools with a full-time school nurse had fewer medically related student dismissals. A quasi-experimental design investigating the effects of the school

Table 1. Synthesized Research Articles Showing the Impact of School Nursing

Article	Sample/Design	Framework	Educational Outcome	Age Group
Allen, 2002	Descriptive, convenience sample, matched control <i>N</i> = 22 <i>UOA</i> : School <i>I</i> : Full-time school nurse at school <i>DC</i> : Interview, survey school records for 21 days <i>Analysis</i> : <i>t</i> test	Economic efficiency	Fewer children checked out for medical reasons in school with full-time school nurses ($t = 2.27$, $p < 0.05$).	Elementary
Bonny et al., 2000	Descriptive, convenience sample <i>N</i> = 1959 <i>UOA</i> : Student (47% White, 38% Black) <i>I</i> : NA <i>DC</i> : Survey <i>Analysis</i> : Bivariate analysis, linear regression	Social Framework: School connectedness is a positive factor influencing better academic performance.	Students with increased visits to school nurse had less school connectedness ($X = 15.7$, $SD = 4.7$; $p < .001$).	7th–12th graders
Bryan & Cook, 1967	Quasi-experimental, nurses in control schools matched by experience and education to experimental school nurses, schools in culturally deprived neighborhoods <i>N</i> = 996 <i>UOA</i> : Student <i>I</i> : Concentrated nursing outreach to parents for 18 months <i>DC</i> : School records and interviews <i>Analysis</i> : Descriptive, <i>t</i> test, common themes	Concentrated nursing services will be more effective.	Intervention group showed increased parent involvement: returned health information ($p < .001$); returned dental ($p < .005$); and parents initiated school nurse contact ($p < .001$). Concentrated nursing services were effective.	Elementary school parents
Cameron et al., 1999	Quasi-experimental control group used <i>N</i> = 100 <i>UOA</i> : School stratified by smoking risk <i>I</i> : Prevention program <i>DC</i> : Questionnaire, breath samples <i>Analysis</i> : Logistic regression	Workshop training is effective.	Intervention reduced smoking rates among 8th graders in high-risk schools (26.9% vs 16%). No difference between teacher-led or nurse-led intervention.	Elementary and middle schools
Chen et al., 1991	Quasi-experimental, case-control matched <i>N</i> = 570 <i>UOA</i> : Hispanic-Chicago students in counseling program <i>I</i> : Education and counseling for 2 years <i>DC</i> : Health record card, birth certificates <i>Analysis</i> : Descriptive, correlation, <i>t</i> test	Individual counseling and health education	Intervention group had increased prenatal care ($p < .001$); earlier initiation of prenatal care ($p < .0001$); no statistical difference in birth weight of infants.	Secondary school
Coleman & Hawkins, 1970	Descriptive <i>N</i> = 5 kindergarten classes <i>UOA</i> : School class <i>I</i> : Identifying and providing assistance to children with developmental delays for 3 months <i>DC</i> : Interview, anecdotal observations <i>Analysis</i> : Comparison of observation	Growth affects learning.	Program showed increased awareness by nurse and teacher, and increased specialized assistance to children with developmental delays increased their school performance.	Kindergartners

Table 1. Continued.

Article	Sample/Design	Framework	Educational Outcome	Age Group
Ferson et al., 1995	Quasi-experimental, convenience sample, random assignment to group <i>N</i> = 901 <i>UOA</i> : Students <i>I</i> : Telephone call by school nurse <i>DC</i> : Immunization records and interviews <i>Analysis</i> : Chi-square with Yates correction		Higher rates of adequate immunizations among students whose parents received a telephone call from the school nurse ($\chi^2 = 10.9$; $p = .001$).	Kindergartners
Fryer & Igoe, 1995	Secondary analysis of child well-being index and state ratios, along with survey to large districts <i>N</i> = 482 <i>UOA</i> : School district <i>I</i> : NA <i>DC</i> : Well-being index and survey <i>Analysis</i> : Correlation		Strong association between well-being index and school nurse ratio ($r = .486$, $p < .001$). States with better school-nurse-to-student ratios had a smaller percentage of teen moms ($r = .292$, $p < .04$), higher high school graduation rate ($r = -.412$; $p < .004$).	High school
Kimel, 1996	Quasi-experimental, convenience sample, control used <i>N</i> = 199 <i>UOA</i> : Student <i>I</i> : Nurse teaching hand-washing to class <i>DC</i> : Attendance records <i>Analysis</i> : Chi-square	Germ theory	Sustained decreased absenteeism among students receiving teaching for 2 months ($\chi^2_{(1,199)} = 22.225$; $p = .001$). No difference by 3rd month.	Elementary school
Lamb et al., 1998	Quasi-experimental, random selection to group <i>N</i> = 222 <i>UOA</i> : Student <i>I</i> : Eight-week skills course led by school nurse <i>DC</i> : Reynolds Adolescent Depression Scale, Jalowic Coping Scale, and interviews <i>Analysis</i> : Descriptive, <i>t</i> tests, MANOVA, LISREL factor analysis	Developmental tasks of adolescents; cognitive-behavioral and coping	Intervention group marginally significant in depression scores ($p < .074$), especially female students ($p < .032$). Intervention group had more coping skills ($p < .001$).	High school
Larsson & Carlsson, 1996	Quasi-experimental, randomly assigned to group. <i>N</i> = 26 <i>UOA</i> : Student <i>I</i> : Nurse in school twice a week for 5 weeks <i>DC</i> : Weekly diary (follow-up after 6 months) <i>Analysis</i> : ANOVA, Tukey's post hoc		Intervention group had decreased frequency of headaches ($F = 4.12$, $p < .05$) after intervention and after 6 months ($F = 3.29$, $p < .05$).	10-15-year-olds
Long et al., 1975	Quasi-experimental, sample stratified for SES and then randomly selected <i>N</i> = 68 <i>UOA</i> : Elementary school, <i>I</i> : Focused nursing interventions for one school year <i>DC</i> : Student records <i>Analysis</i> : <i>t</i> test	Focused intervention program	Intervention group showed declined absentee rates (32.7 vs. 23.9, $t = 1.98$; $p < .01$) 1-tailed. Students with greatest intervention impact were females 3rd and 5th grades.	Elementary school

Table 1. Continued.

Article	Sample/Design	Framework	Educational Outcome	Age Group
Perry & Toole, 2000	Quasi-experimental, no control, per/post N = 17 (low SES) UOA: Parent I: Nursing education and support to parents for one year DC: Survey Analysis: Not given	Jerrett & Costello's model of illness adaptation (more information means more change)	Parents gained information, more contact with the school nurse.	Parents
Persaud et al., 1996	Quasi-experimental, convenience sample, random assignment to group N = 36 UOA: Student I: Skills training by school nurse for 8 weeks DC: School records, interview, questionnaires Analysis: Chi-square		Students receiving specialized instruction experienced less anxiety during an attack. No difference in absentee rates or hospital visits between groups.	Elementary school
Werch et al., 1996	Quasi-experimental, convenience sample, random assignment to control or intervention group N = 140 UOA: Student I: Nurse-led intervention program (STARS) DC: Survey, "dip stick test" at baseline and 3 months Analysis: t test	Health Belief Model, Social Learning Theory, and Behavioral Self-control	Heavy alcohol use declined ($t = -2.33; p < .02$), other groups not statistically significant.	High school

Note. UOA = unit of analysis; I = intervention; DC = data collection method; NA = not applicable; MANOVA = multivariate analysis of variance; ANOVA = analysis of variance; SES = socioeconomic status; STARS = Start Taking Alcohol Risks Seriously.

nurse's teaching of hand-washing skills revealed a decrease in absenteeism due to illness (Kimel, 1996). School nursing interventions that targeted students with histories of high rates of absenteeism proved effective in decreasing the number of days absent from school (Long et al., 1975). Ferson et al. (1995) illustrated that students whose parents had received personal phone calls from the school nurse were more adequately immunized than students whose parents only received a flyer with information. States have laws that exclude children from entering school if they are not adequately immunized. Secondary analysis of data also indicated that schools with smaller school-nurse-to-student ratios had lower absentee rates and higher graduation rates (Fryer & Igoe, 1995).

Targeted Interventions

A second theme in the literature was the effectiveness of interventions concentrating on specific populations. For example, Long et al. (1975) focused on students with histories of high rates of absenteeism. Persaud et al. (1996) worked with students diagnosed with asthma. An intervention group received individual instruction regarding how to manage their asthma and decrease school absences; the control group received regular nursing care. Persaud et al. (1996) did not find a statistically significant difference in the

number of days absent from school between the groups. However, the students who received individualized attention exhibited less anxiety during attacks, and the nurse's knowledge of the children's baseline peak flow expedited the child's care. In secondary schools, school nurses' targeted education efforts included relaxation techniques for students with chronic tension headaches and coping skills education for depressed students (Lamb et al., 1998; Larsson & Carlsson, 1996). Outcomes measured for these studies included positive changes in the severity and frequency of the chronic condition. Other successful school nurse interventions focused on specific behaviors by providing support, resources, and education for students. Again, outcome measures indicated positive changes, such as increased prenatal care or decreased alcohol consumption. Examples of behaviors focused on in these studies include smoking (Cameron et al., 1999), prenatal care (Chen et al., 1991), alcohol consumption (Werch et al., 1996), and physical development delays in kindergartners (Coleman & Hawkins, 1970).

School nurses also proved to be in a position to help other students who may be at risk for other, more psychosocial concerns. An inverse relationship was found between smaller school-nurse-to-student ratios and the number of violent deaths among teenagers and

the percentage of births to teenage mothers (Fryer & Igoe, 1995). A direct relationship was detected between ratios and graduation rates (Fryer & Igoe, 1995). In other words, in school districts with smaller nurse-to-student ratios, there were fewer violent deaths, fewer teen births, and higher high school graduation rates. Bonny et al. (2002) found that students who did not feel part of the school community were more likely to visit the school nurse. School nurses are in an ideal position to identify and work with at-risk groups.

Concentrating interventions on parents of specific students also proved effective and affected school performance. One study targeting parents of asthmatic children indicated that a school nurse helped parents manage their child's chronic disease in and out of school more efficiently by providing personal support and instruction (Perry & Toole, 2000). Ferson et al. (1995) were successful in ensuring adequate immunization of incoming kindergartners by speaking personally with the students' parents.

Another study measured the impact of school nursing interventions on the community and parents (Bryan & Cook, 1967). Outcomes measured in this study included parental response to information and surveys sent home, parental follow-through on nurse referrals, immunization status, days absent, and proportion of students whose parents initiated contact with the nurse. Data did not support a decrease in number of days absent, although the authors concluded that these results may have been skewed by a flu epidemic. School nursing interventions were a significant factor in improving the perception and relationship between the school and parents (Bryan & Cook, 1967). A principal who participated in this study reflected that the school became known as "a place where parents can go for help—that the school is interested in parents and children—that the school can be considered a friend. . . This is new, and I believe, directly related to [the nurse's] visits in the community" (Bryan & Cook, 1967, p. 1175).

DISCUSSION

The 15 studies reviewed illustrate that school nurses do have an impact on school performance. School nursing was first initiated to combat communicable diseases and other physical ailments that prevented students from attending school. These studies indicate that school nurses continue to affect rates of absenteeism. Although two studies did not show statistically significant differences in the nursing intervention regarding absenteeism, qualitative data still indicated positive school and health outcomes (Bryan & Cook, 1967; Persaud et al., 1996).

Rates of absenteeism are just one outcome influenced by the school nurse. Time spent out of the classroom is often due to health conditions. School nurses

positively affected the management of chronic disease by identifying and addressing needs. Research conducted outside the school supports these findings. Nurses in walk-in clinics were found to be the greatest influence in helping students with chronic illnesses better manage their disease and in decreasing the amount of time they spent away from school (Kyngas & Rissanen, 2001). Other research supports the involvement of parents. Data indicate that parents' perceptions of their child's illness affect school attendance and should not be overlooked when working with youth to manage their illness (Fireman, Friday, Gira, Vierthaler, & Michaels, 1981; Spurrier et al., 2000).

Although the physical needs of students are important concerns, psychosocial needs are becoming more prevalent in school-age children (Wolfe & Selekmán, 2002). This is illustrated by the number of studies that address the impact of school nursing interventions on psychological needs rather than physical needs. Such needs include increased stress, anxiety, depression, alcohol use, and violence (Lamb et al., 1998; Larsson & Carlsson, 1996; Werch et al., 1996). These findings are congruent with other studies that link stressful life events with increased absenteeism (Grey, 1988) and the need to address high stress levels among school staff as well as students (Sweeney & Sweeney, 2000; Wolford, Wolford, & Allensworth, 1988).

Yet many of the specific interventions for these psychological needs are not restricted to the role of a school nurse. Sweeney and Sweeney (2000) suggested that stress could be addressed in an assembly conducted by school counselors or other staff. School guidance personnel and private therapists also address these issues. Yet it must be remembered that many psychological problems are first presented as physical complaints. Thus, school nurses are in an appropriate position to identify many at-risk students (Bonny et al., 2000; Sweeney & Sweeney, 2000). Lamb et al. (1998), Chen et al. (1991), and Werch et al. (1996) suggest that school nurses who are educated to provide some of the psychological counseling may be more cost-effective than private counselors. In addition, students would not have to leave the school building and miss school.

Similarly, nurses were found to have an impact on school performance through health instruction. Yet teachers are often the primary instructors on basic health topics. Would teacher-led interventions have impacts similar to those led by nurses? Cameron et al. (1999) indicated that nurse-led interventions were successful in decreasing smoking rates; however, there was no statistically significant difference between a teacher-led and a nurse-led intervention group. Other studies have shown that nonnursing-led health education is successful (Harrell, McMurray, Gansky, Bangdiwala, & Bradley, 1999; Winkelstein, 1995). These findings do not indicate that nurses should not be in-

involved with health teaching, but they imply that teaching is not a unique function of nurses. The difference in responsibility may be in the targeting of specific high-risk populations by school nurses for educational interventions.

Krug, Brener, Dahlberg, Ryan, and Powell (1997) illustrated the effectiveness of using school nurses' records to identify health-related trends such as injuries. Other studies also suggest that high-risk students may be identified through nursing records because these students tend to visit the school nurse often (Bonny et al., 2000; Sweeney & Sweeney, 2000). Once specific populations are identified, the school nurse can target the needs of the specific students and their families. The research studies reviewed here indicate that interventions by school nurses targeting specific high-risk populations were successful in addressing students' health problems and in increasing their coping skills with chronic conditions. Many of the research articles indicated the need for school nurses to address specific psychological as well as physical needs. Such issues include helping students cope with stress, sexual activity, violence, substance abuse, and depression (Bonny et al., 2000; Cameron et al., 1999; Chen et al., 1991; Fryer & Igoe, 1995; Lamb et al., 1998; Werch et al., 1996).

However, Harrell et al. (1999) indicated that risk-targeting instruction was no more effective than a population-based program. Time limits and financial restraints also may prevent some targeted interventions from being feasible. As schools continue to be affected by changes, it is imperative that school nurses assess the health needs of their students and their own resources when determining an appropriate intervention style (i.e., population or targeted risk).

Limitations

The greatest limitation of these results is the lack of a direct link between the school nurse and the measured outcomes. In many of the studies, it is difficult to conclude that nursing involvement was the key to change, especially because many other influential factors were not addressed. For example, it is difficult to conclude that school nursing was the only intervention that affected high school graduation rates or violence. Yet authors of the studies did not indicate controlling for outside influences (Chen et al., 1991; Fryer & Igoe, 1995; Long et al., 1975). Specific studies relating to coping mechanisms and levels of depression of teens or decreased frequency of headaches did not control for medications or private therapy the students may have received (Lamb et al., 1998; Larsson & Carlsson, 1996).

The results of the studies investigating chronic disease management that controlled for outside influences are more reliable because of the direct link between chronic disease management and the influence of a

nurse. However, the lack of consensus of appropriate outcome measures made it difficult to determine whether results from one study supported another. More direct outcomes must be identified. Rates of absenteeism or time spent out of the classroom due to health issues are examples of appropriate outcomes.

Limitations in the design of the studies must also be addressed. The majority of the studies examined the unit of analysis at baseline and one other time. More follow-up data are needed to show the long-term impact of nursing interventions. Kimel's (1996) study illustrates this point. Data indicated a consistent decrease in absenteeism in the intervention group for 2 months after the intervention, but in the 3rd month the rate of decrease began to correspond with the rate of the control group. Because of the small sample size in some studies, the results may lack sufficient power. Additional studies with larger sample sizes are needed for the results to be considered reliable.

Another concern regarding the reliability of the results is the samples used in the studies. As mentioned earlier, the samples were chosen by convenience, although randomized assignments to an intervention or control group did increase the reliability of the results. Many of the studies specifically targeted a specific minority population (Bonny et al., 2000; Bryan & Cook, 1967; Chen et al., 1991) or chose a predominately Caucasian, non-Hispanic sample (Kimel, 1996). Because the samples did not represent the general population, the results may not be generalizable to other populations. Few of the studies provided demographic information regarding the ethnicity of participants. However, many studies did address socioeconomic level when identifying the sample. This is important because much literature indicates a link between socioeconomic level, health, and educational outcomes (Bryan & Cook, 1967; Long et al., 1975; Perry & Toole, 2000; Werch et al., 1996).

IMPLICATIONS FOR FURTHER RESEARCH

It is encouraging that an increased number of research studies have been published in recent years. Nevertheless, more studies are needed that show the impact of nursing in the school setting. Before this can be accomplished, educational outcomes that are directly linked to health must be identified. A research synthesis by Symons et al. (1997) of approximately 50 articles reviewed studies that linked certain health behaviors and school performance. Review of these studies, along with information gleaned from this review, may provide additional insight in identifying appropriate educational outcomes and health conditions or behaviors to study. Once appropriate educational outcomes are identified, the research design for future studies must control for extraneous factors and include more longitudinal data collection.

Nursing interventions focused on at-risk groups

have been successful in linking nurses to academic performance. However, further research is needed to see whether population-based interventions are just as successful as targeted interventions. Research is also needed to better identify students who may be at risk or need special attention. This review identified frequent visitors to the nurse's office, students with a chronic disease, and those with histories of high absenteeism. Each school may have groups with different needs. Thus, research is also needed to determine the most efficient and accurate way of identifying these groups.

Stock et al. (2002) indicate that documentation and software programs can assist nurses in identifying at-risk groups as well as appropriate measurable outcomes. Standardized documentation such as the Nursing Interventions Classification and the Nursing Outcomes Classification may also be helpful (Hootman, 2002). Future studies using these classifications are needed. Using standardized language would allow appropriate comparison of results across studies. This would strengthen the evidence that school nurses do have an impact on school performance.

These results must then be disseminated not only to school nurses but also to educators. The research studies reviewed here were all published in health or nursing journals, not in educational journals. Because school nurses work in an educational setting where school administrators and educators make decisions, it is imperative that this information is accessible to this group of stakeholders.

CONCLUSION

There are numerous articles indicating that school nursing research should be directed toward educational outcomes of students. This review illustrates that few studies have actually been conducted that link school nursing interventions to educational outcomes. This is because research focusing on the impact of school nursing and academic achievement is not easy to conduct. School nurses may influence many aspects of education, but so do other support service personnel. In addition, controlling for many extraneous variables over time makes the research design more complex. Thus, it is difficult to link any specific outcome related to school performance solely to one intervention of a school nurse.

When school nursing was first initiated, absenteeism due to communicable disease was a major concern to educational as well as medical personnel. However, 100 years later, this is not the only critical issue that schools face. The needs of the schools have changed. Students are absent for many reasons other than communicable diseases. Children have medical, social, and psychological needs that affect their ability to learn. This synthesis of 15 research studies indicates a need for continued research that links nursing in the

school and educational outcomes. Through data collection and analysis, Lina Rogers (1905) was able to show a direct link between school nurses and educational outcomes. Her research facilitated the expansion of school nursing. We must follow her example and do the same.

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National Association of School Nurses

ISSUE BRIEF

School Health Nursing Services Role in Health Care

Role of the School Nurse

INTRODUCTION

The practice of school nursing began in the United States on October 1, 1902 when the initial role of the school nurse was to reduce absenteeism by intervening with students and families regarding health care needs related to communicable diseases. While the nurse's role has expanded greatly from its original focus, the essence of the practice remains the same. The school nurse supports student success by providing health care assessment, intervention, and follow-up for all children within the school setting.

BACKGROUND

In 1999, the National Association of School Nurses Board of Directors defined school nursing as:

A specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning.

Inherent in this definition is the framework that school nurses engage in professional nursing practice, use the nursing process for decision-making, document the care they provide, and assure confidentiality. Professional nurses address the physical, mental, emotional, and social health of their clients. In addition, professional school nurses have as the ultimate outcome of their practice, the support of student success in the learning process. In this context the school nurse provides services to the entire school population, which may include infants, toddlers, pre-schoolers, children with special needs, traditional school populations, and, to a limited degree, adults within the school community.

ROLE OF THE SCHOOL NURSE

Seven roles of the school nurse have evolved from this definition.

The school nurse provides direct health care to students and staff.

The school nurse provides care to students and staff who have been injured or who present with acute illnesses. Care may involve treatment of health problems within the scope of nursing practice, communication with parents for treatment, and referral to other providers. The school nurse uses the nursing process to assess, plan, implement, and evaluate care for students with chronic health conditions. This care should begin with the development of a nursing care plan (also known as an individualized health care plan) that should include an emergency action plan. The school nurse is responsible for medication administration and the performance of health care procedures that are within the scope of nursing practice and are ordered by an appropriately licensed health care provider. The school nurse also assists faculty and staff in monitoring chronic health conditions. As the scope of nursing practice expands to utilize the increasingly complex technology needed to provide up-to-date care for clients, the school nurse's body of knowledge grows through personal professional development.

The school nurse provides leadership for the provision of health services.

In addition to providing health services directly, the school nurse must take into account the nature of the school environment, including available resources. As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for assuring that health needs are met. This leadership role includes developing a plan for responding to emergencies and disasters and training staff to respond appropriately. It also involves the appropriate delegation of care within applicable laws. Delegation to others involves initial assessment, training, competency validation, supervision, and evaluation by the school nurse.

The school nurse provides screening and referral for health conditions.

In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse often engages in screening activities. Screening activities may include vision, hearing, postural, body mass index, or other screening. Determination of which screenings should be performed is based on several factors, including legal obligations, the validity of the screening test, the cost-effectiveness of the screening program, and the availability of resources to assure referral and follow-up.

The school nurse promotes a healthy school environment.

The school nurse provides for the physical and emotional safety of the school community. The school nurse monitors immunizations, assures appropriate exclusion from and re-entry into school, and reports communicable diseases as required by law. The school nurse provides leadership to the school in implementing precautions for blood borne pathogens and other infectious diseases. The school nurse also assesses the physical environment of the school and takes actions to improve health and safety.

Such activities may include an assessment of the playground, indoor air quality evaluation, or a review of patterns of illness or injury to determine a source of concern. Additionally, the school nurse addresses the emotional environment of the school to decrease conditions that may lead to bullying and violence and/or an environment not conducive to optimal mental health and learning.

The school nurse promotes health.

The school nurse provides health education by providing health information directly to individual students, groups of students, or classes or by providing guidance about the health education curriculum, encouraging comprehensive, sequential, and age appropriate information. They may also provide programs to staff, families, and the community on health topics. Other health promotion activities may include health fairs for students, families, or staff, consultation with other school staff such as food service personnel or physical education teachers regarding healthy lifestyles, and staff wellness programs. The school nurse is a member of the coordinated school health team that promotes the health and well-being of school members through collaborative efforts.

The school nurse serves in a leadership role for health policies and programs.

As the health care expert within the school system, the school nurse takes a leadership role in the development and evaluation of school health policies. The school nurse participates in and provides leadership to coordinated school health programs, crises/disaster management teams, and school health advisory councils. The school nurse promotes nursing as a career by discussions with students as appropriate, role modeling, and serving as a preceptor for student nurses or as a mentor for others beginning school nursing practice. Additionally, the school nurse participates in measuring outcomes or research, as appropriate, to advance the profession and advocates for programs and policies that positively affect the health of students or impact the profession of school nursing.

The school nurse serves as a liaison between school personnel, family, community, and health care providers.

The school nurse participates as the health expert on Individualized Education Plan and 504 teams and on student and family assistance teams. As case manager, the nurse communicates with the family through telephone calls, assures them with written communication and home visits as needed, and serves as a representative of the school community. The school nurse also communicates with community health providers and community health care agencies while ensuring appropriate confidentiality, develops community partnerships, and serves on community coalitions to promote the health of the community.

The school nurse may take on additional roles to meet the needs of the school community.

CONCLUSION

Healthy children are successful learners. The school nurse has a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process.

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November 2002



National Association of School Nurses

POSITION STATEMENT

Caseload Assignments

HISTORY

Determining staffing for school nurses is generally a local function (Costante, 2001). Thus, caseload assignments for school nurses vary greatly throughout the United States. Historically, the federal government and the National Association of School Nurses (NASN) have recommended a school nurse-to-student ratio of 1:750 (U.S. Department of Health and Human Services, 2000). Previous versions of this position statement have also recommended a school nurse-to-student ratio of 1:225 in mainstreamed special education populations, 1:125 in severely chronically ill or developmentally disabled populations, and based on individual needs in medically fragile populations (Harrigan, 2002). Expectations for school nursing services vary depending upon state mandates and local school district and school attitudes toward school health services. But generally school nursing practice has been focused on a defined set of specific tasks, such as screenings, first aid, and immunization compliance. Many school nurses have been, and continue to be, evaluated by the tasks they complete and the frequency with which these tasks are performed (Selekman & Guilday, 2003).

DESCRIPTION OF ISSUE

A task-oriented role definition no longer describes the impact school nurses have on individual students and the school community (Selekman & Guilday, 2003). School nurses now need to have expertise in clinical nursing, communication, surveillance, education, advocacy, and leadership in order to ensure that all students' health needs are addressed. Changing populations in the schools are impacting the nature and scope of nursing services required. The school nurse is the most appropriate person to oversee the coordinated school health program. As part of coordinated school health the school nurses role includes assessing student health status, identifying health problems that have an impact on health and learning, delivering emergency care, administering medications, performing health care procedures, providing wellness programs, advocating for children and families, as well as providing health counseling and health education. School nursing further involves planning, developing, managing, and evaluating health care services to children in an educational setting and encompasses working with the families of the students and the community in which the student resides (Guilday, 2000).

The school nurse-to-student ratio affects the delivery of school nursing services. Caseload assignments are influenced by multiple factors, such as:

- Mandated functions
- School district goals and objectives
- Educational preparation of the school nurse
- Geographic location and number of buildings assigned to the nurse
- Social, economic and cultural status of the community
- Special health problems within the student population
- Mobility of the people in the community
- Reimbursement opportunities
- Licensed or unlicensed assistive personnel
- Presence or absence of a school-based clinic
- Job description, model of service delivery
- Accessibility to medical care
- Student populations with Individualized Educational Plans, Individualized Health Care Plans, or 504 Plans

School nurse-to-student ratios in many schools indicate that teachers cannot always depend on the school nurse to be available in case of a medical emergency (Barrett, 2001). Additionally, some students' health needs may not be safely met by a nurse who has simultaneous responsibility for hundreds of other students (Costante, 2001) or who needs to cover schools at disparate sites.

Research has shown that nurses with a baccalaureate degree are more likely to use interventions that facilitate health promotion and disease prevention activities and are more likely to involve families and communities. These activities are vital to the establishment of a coordinated school health program. Nurses without baccalaureate degrees report using more interventions that focus on the physical needs of the students (Guilday, 2000). School nurses with advanced preparation as a nurse practitioner or in other fields bring additional skills to the school setting.

RATIONALE

All students have a right to have their health needs safely met while in the school setting. School nurse-to-student ratios need to be set to ensure that each student is afforded appropriate preventative, health promotion, early identification, and intervention services (Costante, 2001).

CONCLUSION

It is the position of the National Association of School Nurses that school districts should provide a full-time professionally prepared registered nurse all day, every day in each building (NASN, 2003). Also recommended is additional school nurse staff to accommodate other student health needs including, but not limited to, special education evaluations, nursing services included in IEPs, nursing services for students with 504 Plans, and schools with large populations and large numbers of students with mental or social concerns.

NASN recommends minimum ratios of nurses to students depending on the needs of the student populations:

- 1:750 for students in the general population,
- 1:225 in the student populations that may require daily professional school nursing services or interventions,
- 1:125 in student populations with complex health care needs, and
- 1:1 may be necessary for individual students who require daily and continuous professional nursing services.

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POLICY STATEMENT

Role of the School Nurse in Providing School Health Services

Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of All Children

Council on School Health

ABSTRACT

The school nurse has a crucial role in the seamless provision of comprehensive health services to children and youth. Increasing numbers of students enter schools with chronic health conditions that require management during the school day. This policy statement describes for pediatricians the role of the school nurse in serving as a team member in providing preventive services, early identification of problems, interventions, and referrals to foster health and educational success. To optimally care for children, preparation, ongoing education, and appropriate staffing levels of school nurses are important factors for success. Recommendations are offered to facilitate the working relationship between the school nurse and the child's medical home. This statement has been endorsed by the National Association of School Nurses.

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Key Words

school nursing, school nurse, school health services

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SCHOOL NURSE DEFINITION

The National Association of School Nurses defines school nursing as:

A specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.¹

BACKGROUND

After the child's home, school represents the second most influential environment in a child's life. As more students enter schools with health or mental health problems, pediatricians face the challenge of managing their care throughout the school day. The school nurse is the health care representative on site. An understanding of the school nurse's role is essential to ensure coordinated care. There is a recognized relationship between health and learning, as there is between school nurse availability and student well-being and educational success.²⁻⁴ The role of the school nurse encompasses both health and educational goals.⁵⁻⁷ Students today may face family crises, homelessness, immigration, poverty, and violence, which increase both their physical and mental health needs. School nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education and assistance with decision-making about health, and immunization against preventable diseases. In addition, school nurses may provide interventions for acute and chronic illness, injuries and emergencies, communicable diseases, obesity, substance use and abuse, adolescent pregnancy, mental health, dental disease, nutrition, and sexually transmitted infections.⁸⁻¹³ School nurses need to be physically present in schools to address these responsibilities appropriately. Improved student outcomes result where schools have a full-time school nurse.³ Inadequate staffing threatens the school nurse's role as medical home extender.

School nurses are well positioned to take the lead for the school system in partnering with school physicians, community physicians, and community organizations. They facilitate access to Medicaid and the State Children's Health Insurance Program to help families and students enroll in state health insurance programs and may assist in finding a medical home for each student who needs one.

This policy statement has been endorsed by the National Association of School Nurses.

SCHOOL NURSE ROLE

The National Association of School Nurses identifies 7 core roles that the school nurse fulfills to foster child and adolescent health and educational success.¹³ The roles are overarching and are applicable to school nurses at all levels of practice, in all geographic settings, and with all clients.

1. The school nurse provides direct care to students.¹³ The school nurse provides care for injuries and acute illness for all students and long-term management of students with special health care needs. Responsibilities include assessment and treatment within the scope of professional nursing practice, communication with parents, referral to physicians, and provision or supervision of prescribed nursing care. An individualized health care plan is developed for students with chronic conditions, and when appropriate, an emergency plan is developed to manage potential emergent events in the school setting (eg, diabetes, asthma). Ideally, this health plan is aligned with the management plan directed by the child's pediatrician and regularly updated through close communication. The school nurse is responsible for management of this plan and communication about the plan to all appropriate school personnel.

The school nurse has a unique role in provision of school health services for children with special health needs, including children with chronic illnesses and disabilities of various degrees of severity. Children with special health needs are included in the regular school classroom setting as authorized by federal and state laws. As a leader of the school health team, the school nurse must assess the student's health status, identify health problems that may create a barrier to educational progress, and develop a health care plan for management of the problems in the school setting. The school nurse ensures that the student's individualized health care plan is part of the individualized education plan (IEP),¹⁴ when appropriate, and that both plans are developed and implemented with full team participation, which includes the student, family, and pediatrician.

2. The school nurse provides leadership for the provision of health services.¹³ As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for ensuring that health needs are met. Responsibilities include development of plans for responding to emergencies and disasters and confidential communication and documentation of student health information.
3. The school nurse provides screening and referral for health conditions.¹³ Health screenings can decrease the negative effects of health problems on education by identifying students with potential underlying medical problems early and referring them for treatment as appropriate. Early identification, referral to the medical home, and use of appropriate community resources promote optimal outcomes. Screening includes but is not limited to vision, hearing, and BMI assessments (as determined by local policy).
4. The school nurse promotes a healthy school environment.¹³ The school nurse provides for the physical and emotional safety of the school community by monitoring immunizations, ensuring appropriate exclusion for infectious illnesses, and reporting communicable diseases as required by law. In addition, the

school nurse provides for the safety of the environment by participating in environmental safety monitoring (playgrounds, indoor air quality, and potential hazards). The school nurse also participates in implementation of a plan for prevention and management of school violence, bullying, disasters, and terrorism events. The school nurse may also coordinate with school counselors in developing suicide prevention plans. In addition, if a school determines that drug testing is a part of its program, school nurses should be included in school district and community planning, implementation, and ongoing evaluation of this testing program.¹⁵

5. The school nurse promotes health.¹³ The school nurse provides health education by providing health information to individual students and groups of students through health education, science, and other classes. The school nurse assists on health education curriculum development teams and may also provide programs for staff, families, and the community. Health education topics may include nutrition, exercise, smoking prevention and cessation, oral health, prevention of sexually transmitted infections and other infectious diseases, substance use and abuse, immunizations, adolescent pregnancy prevention, parenting, and others. School nurses also promote health in local school health councils.
6. The school nurse serves in a leadership role for health policies and programs. As a health care expert within the school system, the school nurse is a leader in the development and evaluation of school health policies. These policies include health promotion and protection, chronic disease management, coordinated school health programs, school wellness policies, crisis/disaster management, emergency medical condition management, mental health protection and intervention, acute illness management, and infectious disease prevention and management.¹⁶
7. The school nurse is a liaison between school personnel, family, health care professionals, and the community.¹⁴ The school nurse participates as the health expert on the IEP¹⁷ and 504¹⁸ teams. IEP teams identify the special education needs of students; 504 teams plan for reasonable accommodations for students' special needs that impact their educational programs.¹⁸ As the case manager for students with health problems, the school nurse ensures that there is adequate communication and collaboration among the family, physicians, and providers of community resources. This is a crucial interface for the pediatrician and the school nurse to ensure consistent, coordinated care. The school nurse also works with community organizations and primary care physicians to make the community a healthy place for all children and families.

SCHOOL NURSE ACTIVITIES

The range of school health services varies by school district. The following health services are the minimum

that should be offered, according to the American Academy of Pediatrics (AAP) manual *School Health: Policy and Practice*.¹⁹

- Assessment of health complaints, medication administration, and care for students with special health care needs;
- A system for managing emergencies and urgent situations;
- Mandated health screening programs, verification of immunizations, and infectious disease reporting; and
- Identification and management of students' chronic health care needs that affect educational achievement.

The AAP recognizes the need for appropriate management of student health conditions in its policy statement, "Guidelines for Administration of Medication in School."²⁰ It also recognizes the need for policies for emergency medical situations that can occur in school and the school nurse's role in developing and implementing these policies.^{21,22} The school nurse serves as an extension of traditional community health services, ensuring continuity, compliance, and professional supervision of care within the school setting.

SCHOOL HEALTH SERVICES TEAM

The school nurse functions as a leader and the coordinator of the school health services team. The team may also include a school physician, licensed practical nurses, health aides and clerical staff, school counselors, school psychologists, school social workers, and substance abuse counselors. The health team may also expand to create a coordinated school health team that integrates health services, health education, physical education, nutrition services, counseling/psychological/social services, healthy school environment, health promotion for staff, and family/community involvement.²³ Occupational therapists, physical therapists, and speech-language pathologists may also be part of the school health team. A pediatrician often fills the school physician role, because pediatricians are knowledgeable about general pediatrics, school health, and adolescent health. School physicians review guidelines, policies, and programs related to health care in schools. In some schools, a pediatric or family nurse practitioner functions as the school nurse and may provide additional services. Unlicensed assistive personnel (unlicensed individuals who are trained to perform as an assistant to the licensed nurse) may be part of the school health services team. Although they may possess state certification in medication administration as a nursing assistant or other nursing tasks, they must be trained and supervised by the school nurse in accordance with state nurse practice laws to perform delegated nursing tasks. Under this approach, the school nurse has the responsibility to decide which nursing tasks may be delegated and to whom within the school setting, in accordance with state laws and regulations.

Some schools may have a school-based health center in or adjacent to the school, which may provide primary care and psychosocial services. The school nurse coordi-

nates the activities of the school health services team with the child's primary care physician and/or with the school-based health center to provide continuity of care and prevent duplication of services.

PROFESSIONAL PREPARATION FOR SCHOOL NURSES

The AAP supports the goal of professional preparation for all school nurses and recommends the use of appropriately educated and selected school nurses to provide school health services. The National Association of School Nurses has determined that the minimum qualifications for the professional school nurse should include licensure as a registered nurse and a baccalaureate degree from an accredited college or university. There should be a process by which additional certification or licensure for the school nurse is established by the appropriate state board. The AAP supports national certification of school nurses by the National Board for Certification of School Nurses.²⁴

CONCLUSION

The AAP supports having a full-time school nurse in every school as the best means of ensuring a strong connection with each student's medical home. Interim steps toward achieving this ideal can be made by achieving the Healthy People 2010 goal, which states that districts should employ at least 1 nurse per 750 students, with variation, depending on the community and student population.²⁵ Schools with high percentages of students with special health needs would require more intensive ratios of nurse to students; for example, 1 nurse per 225 students when students require daily professional nursing services or interventions, and 1 nurse per 125 when students have complex health needs.²⁶ The presence of the school nurse in every school allows the school physician to work most efficiently in providing the coordinated care that each student requires.

The AAP recommends and supports the continued strong partnership among school nurses, school physicians, other school health personnel, and pediatricians. These partners serve the health of children and youth best by facilitating the development of a coordinated school health program, facilitating access to a medical home for each child,²⁷ and integrating health, education, and social services for children at the community level. School nurses, as part of a coordinated school health program, contribute to meeting the needs of the whole child and supporting their success in school.²⁸

RECOMMENDATIONS

1. Pediatricians should establish a working relationship with the school nurses who care for their patients with chronic conditions to ensure that individual patients' health plans are executed effectively within the school. In addition, pediatricians' communications with school nurses concerning their patients should be sufficiently clear and detailed to guide school nurses in overseeing the care of individual children.

2. Pediatricians can offer direct support of school nurses by serving on school wellness policy committees, school health advisory committees, emergency preparedness committees, or other school-related decision-making bodies. In addition, local physicians may be asked to consult on or assist in writing school health-related policies.
3. School-based screening for vision, hearing, or other conditions may require coordination between local physicians and the school nurse to ensure students are referred for additional evaluation and treatment, and for communication with students, families, school administration, and the community.
4. Pediatricians should play an active role in supporting the availability and continuing education of the school nurse. This role may encompass updates on new AAP recommendations and research findings that would keep the school nurse's practice as aligned as possible with current AAP policy.

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Research Article

The Number of Students Sent Home by School Nurses Compared to Unlicensed Personnel

Nicole Pennington, RNC, MSN, and Elizabeth Delaney, ARNP, MSN

Many schools across the United States do not have a full-time school nurse, resulting in care being provided by unlicensed school employees when children are sick or injured at school. The purpose of this study was to determine if there was a difference in the number of students sent home when ill or injured based on who assessed the student in the school health office—a school nurse or an unlicensed school employee. Findings indicated that 5% of students seen by the school nurse were sent home and 18% of students seen by an unlicensed school employee were sent home. This study suggests that more students could be kept in school when school nurses provide assessment and interventions aimed at helping students who become ill or injured while at school, thus increasing school attendance and promoting academic success. These findings also support the need for a school nurse in every school.

Keywords: school nurse effectiveness; school nursing outcomes; attendance; absenteeism; unlicensed personnel

School nurses are critical elements of the school setting. Therefore, it is important that their contribution be clearly defined and understood. According to the American Nurses Association (2007), a growing body of research emphasizes the positive effect of children's good health on academic potential and specifically the positive link between school nurse availability and student attendance and academic performance. School nurses work in settings where education is everyone's primary goal. Students at risk for educational failure may have social, emotional, or physical health concerns that must be addressed before optimal achievement can take place. School nurses are the professionals who can help educators understand the relationship between health and learning. They have the expertise to identify concerns and to recommend appropriate

accommodations or interventions that will allow students full access to their education. They also link families, health care agencies, and school services to support school success for students.

The American Academy of Pediatrics (2008) and the National Association of School Nurses (2002) recommended a school nurse to student ratio of 1:750. However, many schools across the United States do not meet this recommendation. This means that students who become ill or injured dur-

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ing the school day may not see a school nurse and most likely will be seen by an unlicensed school employee who does not have the knowledge or skills needed to complete an accurate health assessment and to make decisions about whether or not students need to return to class or be sent home.

There is limited research that documents the outcomes of school nursing services. Therefore, the purpose of this study is to compare the number of students seen and subsequently sent home by school nurses with the number of students seen and subsequently sent home by unlicensed school personnel.

Review of the Literature

A systematic search was made on MEDLINE and CINAHL beginning in 2001 using the search terms *school nurse effectiveness*, *school nursing outcomes*, *attendance*, *absenteeism*, and *school nurse practice*. These terms were searched individually and in combination. All potentially relevant English titles and abstracts were retrieved for review. Of the 35 articles that were initially identified as possible information sources, 15 were reviewed for this project based on specific relevancy to the study. The literature search revealed few published studies that examined the difference in the number of students who were sent home during the school day based on who saw them in the health office when they became sick or injured at school.

A previous study by Telljohann, Price, Dake, and Durgin (2004) found that children in schools with part-time school nurses did not receive adequate access to school-based health care as compared to children in schools with full-time school nurses. This study examined the differences in student access to health services between schools with nurses 2 days per school week compared to schools with nurses every day of the school week. Findings revealed statistically significant differences in numbers of nurse visits per 100 students. Of the 30 health conditions/activities investigated, full-time school nurses were involved with 28. In addition, 21 of the 30 health service activities in schools with 5-day per school week nurses were accessed by students more often than that of the schools with nurses 2 days per school week. This study suggests that access to school nurses is

the essential first step in addressing the unmet health care needs of school-age children. It also shows that children in schools with part-time nurses may not receive adequate access to school-based health care as compared to children in schools with full-time nurses.

"This study suggests that access to school nurses is the essential first step in addressing the unmet health care needs of school-age children."

Guttu, Engelke, and Swanson (2004) reported that states with higher nurse to student ratios were significantly more likely to have high scores of child well-being. This study examined data from a 21-county region in eastern North Carolina served by a regional school nurse consultant. The school nurse to student ratio in these counties ranged from 1:451 to 1:7,440 based on full-time equivalencies. A significant correlation was found between more school nurses and services provided to children with diabetes and asthma compared to those schools who had higher student to nurse ratios. Schools with higher school nurse to student ratios provided more counseling services to children with social conditions, such as depression and unintended pregnancy, and more follow-up of school-related injuries. In addition, a higher percentage of children with vision problems received follow-up care.

Allen (2003) analyzed the impact of school nurses on economic efficiency. Data related to student absences and student checkouts were collected from 22 schools with a total student population of just more than 10,000 students during a 20-day period in the fall of 2001. Findings indicated fewer children checked out of school for medical reasons when a full-time school nurse was available at the school.

According to Bloom and Dey (2005), children who have poor health are seven times more likely to miss 11 or more days of school a year due to illness or injury than children in good health. Absenteeism appears to have a direct connection to decreased academic performance. School absence not only affects performance but also contributes to

increased school drop-out rates, which in turn have economic and social repercussions for the individual, family, and community. Preventing lost days is cost-effective because many schools receive funding based on student attendance. Therefore, it is important to consider the importance of the school nurse's role in keeping children in school (Epstein & Sheldon, 2002).

School nurses may positively influence student school success by reducing avoidable early release from school for ill or injured students (Wyman, 2005). Wyman (2005) compared the number of students in a Midwest urban public school district who were dismissed from school early for illness or injury with and without interaction with a school nurse. A student sign-out and sign-in log identified the number of students who left school prior to the official dismissal time, and a school nurse activity log indicated the students who were dismissed early from school after contact with a school nurse. Analysis revealed that 57% fewer students left school early after having school nurse contact compared with those who left school early without such contact. The results of this study indicate school nurses may influence school success by reducing avoidable early release from school for illness or injury.

School attendance is critical to the learning process, and absenteeism has a direct association with poor academic performance. Weismuller, Grasska, Alexander, White, and Kramer (2007) completed a retrospective review of 240 randomly selected elementary student health folders and attendance records. School nurses were involved with 75% of high-absence students as compared to 66% of low-absence students. School nurses were also more involved with students who had previously identified health conditions. Additional findings from this study revealed the need for the establishment of an attendance referral policy and improved documentation systems, including the use of a standardized nursing language to demonstrate student outcomes.

Determining the need for nurses in a particular school setting involves more than examining the number of students attending that school. It is essential that school administrators and health officials look at the health acuity of the student population. Many aspects of school nursing are

acuity based. Karsting (2002) used an intensity measurement to reflect the intensity of needs in a school population for school nursing services. The tool has been successful in the health services and provides a quick way to survey and identify the total population of students with index diagnoses and their location in the school district.

A study by Selekmán and Guilday (2003) provided school nurses with a list of possible quality indicators to measure desired outcomes that might be used to evaluate the efficacy of their practice. The desired outcomes were intended to reflect the roles of the professional school nurses so that future comparisons could be made between the outcomes of school nursing interventions and those services provided by ancillary personnel or to schools where no services are being provided. The findings of this study support the tenets of education and health that are perceived by school nurses as interdependent and that students have a greater chance of learning if they are well.

Additional information pertaining to measuring outcomes of school nursing services was reviewed by Stock, Larter, Kieckehefer, Thronson, and Maire (2002). A literature review about outcomes of school nursing was conducted. The analysis revealed leader ideas about important outcomes of school nursing. Considerable information exists about the impact of school health services on student health and academic achievement, but much less information exists about the specific impact of school nursing services. School nurses need to look at each outcome to determine which is most appropriate for the population they serve and the problems most frequently seen in their practice (Denehy, 2000).

METHOD

The purpose of this descriptive study was to determine if there was a difference in the number of students sent home by unlicensed school personnel to the number sent home by a school nurse. Institutional review board approval was granted by Ohio University and the participating school district. The eastern Kentucky school system that participated in this study consisted of four schools, ranging from Grades K-12,

ILLNESS/INJURY REPORT

Name: _____

Age: _____

Witnesses/Parent Signature: _____

Intervention: _____

Comments and Evaluation: _____

Parents Notified: Yes/No _____ Date Contacted: _____

Student sent back to class: Yes/No _____ Time returned to class: _____

Student sent home: Yes/No _____ Time picked up by parent: _____

Form completed by: _____ Date: _____

Figure 1. Illness/injury report form.

and a student population of 2,100. The nurse to student ratio was 1:1,050. All students had access to a school nurse for a portion of each school day; therefore, during the other part of the school day, unlicensed school personnel saw students who came to the office with illnesses and injuries. All the unlicensed personnel were trained by school nurses to administer medications and first aid/CPR and to gather basic health information.

Instrument

An illness/injuries report form was created by the district health coordinator to record the number of illness/injuries that were seen in the school health office (Figure 1). All teachers and office personnel were trained in the use of this form. All students presenting to the office with illnesses or injuries had to have a report completed regardless of the nature of illness/injury. The teacher was usually the one who initially filled out the form in the classroom, specifying the nature of the illness

or injury. The student then presented the form to the school nurse or the unlicensed school employee who did a health assessment. Based on the assessment data, a decision was made whether the parent needed to be called, if any interventions were to be performed, and whether the child would stay at school or be sent home. This information was entered on the form along with the time these events took place. Therefore, the report provided specific documentation of each health office visit relating to illnesses and injuries. This form was reviewed by school nurses for content and validity and used for a 3-year period prior to this study. The four schools participating in this study tracked the number of students seen for illnesses and injuries over a 5-month period.

Analysis

School nurses and unlicensed school employees submitted a total of 3,132 illness/injury reports over the 5-month period of time (see Table 2).

TABLE 2. Publications Related to School Nursing Effectiveness

Source	Design/Focus	Summary of Findings
Allen (2003)	This study analyzed the impact of school nurses on economic efficiency. Data related to student absences and student checkouts were collected from 22 schools with a total student population of 10,000 students during a 20-day period in the fall of 2001.	Fewer children checked out of school for medical reasons when a full-time school nurse was available at the school.
American Academy of Pediatrics (AAP, 2008)	A position statement on the school nurse's role in the provision of school health services.	The AAP recommends that school nurses have a central management role in the implementation of school health services for all children in school. A 1:750 nurse to student ratio is recommended in schools.
American Nurses Association (ANA, 2007)	A position statement advocating the daily availability of school nurses for children.	The ANA recommends the assignment of one school nurse to every 750 students.
Bloom and Dey (2005)	Summary of health statistics for U.S. children conducted by the Centers for Disease Control and Prevention in 2003.	Students with poor health are seven times more likely to miss 11 or more days of school per year due to illness or injury compared to children in good health.
Denehy (2003)	This editorial focuses on the importance of documenting school nursing practices.	School nurses will be able to show the value of school nursing services in the educational setting with careful documentation of the interventions implemented and their effectiveness/outcomes.
Epstein and Sheldon (2002)	This study involved a series of surveys designed to explore the relationships among school attendance policies, school practices to involve parents, and changing rates of school attendance in 18 schools K-12.	Schools are more likely to improve student attendance and reduce chronic absenteeism with three broad strategies: (a) involve students, parents, families, and communities; (b) use more positive activities than negative or punishing activities; (c) sustain a focus on improving attendance over time.
Guttu, Engelke, and Swanson (2004)	This study examined school nurse to student ratio data in a 21-county region in eastern North Carolina.	A significant correlation was found between the increased presence of school nurses and services provided to children with diabetes, asthma, depression, unintended pregnancies, and school-related injuries.
Hootman (2002)	This article identified the need for school nurses to be involved in research to support the need for nurses in the provision of school health services.	School nurses must understand the standards of care pertaining to research. These standards specify that school nurses be informed about, supportive of, and participate in the conduct and use of research.
Karsting (2002)	An intensity rating scale was developed to determine the need for nursing resources in schools.	Use of the tool provided to be key in a successful budget request to increase school nursing full-time equivalents to meet demonstrated needs for additional school nursing services.
National Association of School Nurses (2002)	An issue brief describing the role of the school nurse in health care.	The school nurse provides direct health care to students and staff, provides leadership for the provision of health services, provides screenings and referral for health conditions, promotes a healthy school environment, promotes health, serves in a leadership role for health policies and programs, and serves as a liaison among school personnel, family, community, and health care providers.
Selekman and Guilday (2003)	This study used focus groups to identify desired outcomes that could be used to measure the efficacy of school nursing practice.	A total of 10 desired outcome themes were identified with numerous specific indicators as possible ways to measure the outcomes of school nursing practice.
Stock, Larter, Kierkehefer, Thurston, and Maire (2002)	A literature review related to outcomes of school nursing was conducted.	The literature review yielded 15 articles documenting positive outcomes of school nursing.
Telljohann, Ewe, Dale, and Durgin (2004)	This study examined the differences in student access to health services between schools with nurses 2 days per week compared to schools with nurses 5 days per week. In all, 14 school nurses tracked the number of visits for 1 academic year utilizing a monthly reporting chart.	This study found that 21 out of 30 health services activities in schools with nurses 5 days per week were accessed by students more often than that of the schools with nurses 2 days per week. This suggests that a significant number of health care needs were unmet in schools with only 2-day/week nurses.

(continued)

TABLE 2 (continued)

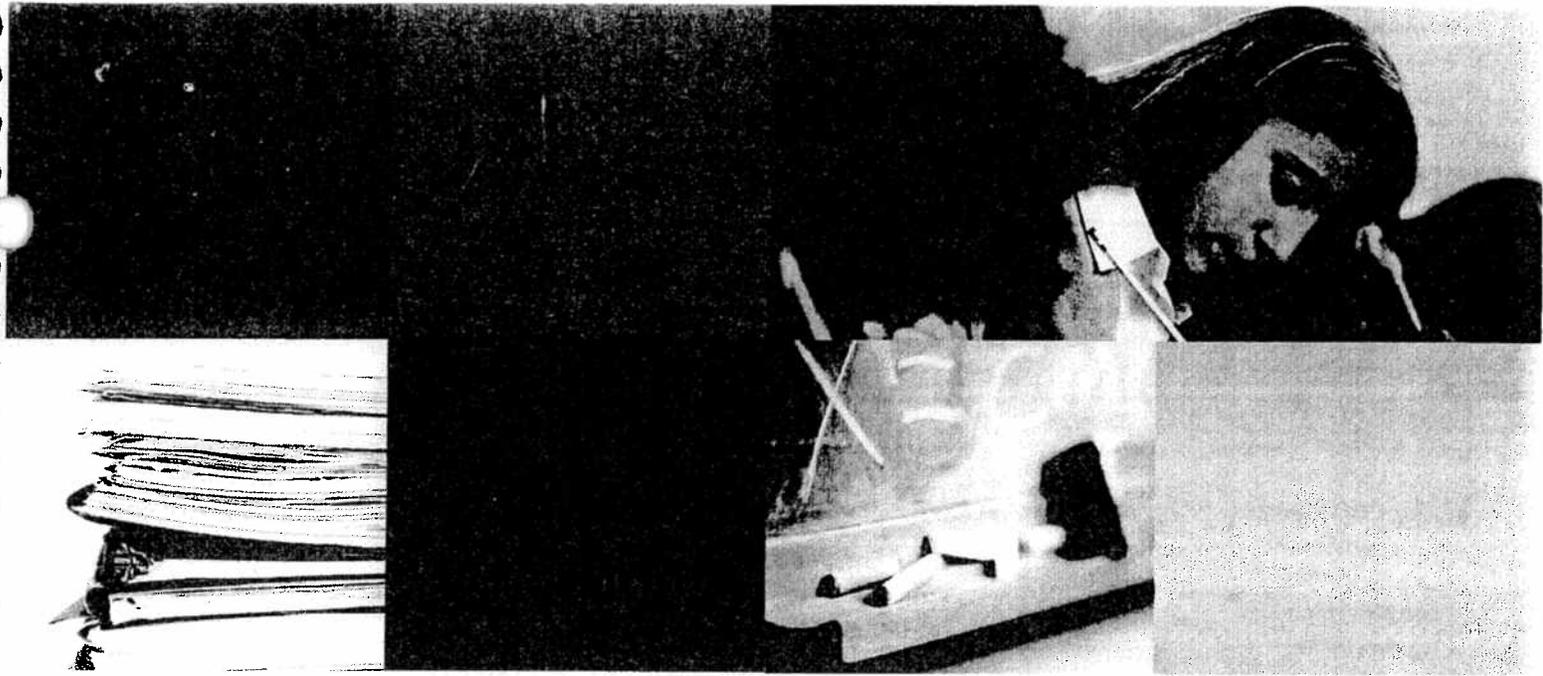
Source	Design/Focus	Summary of Findings
Weismuller, Grasska, Alexander, White, and Kramer (2007)	Student health folders and attendance records (n = 240) were reviewed to determine if school nurse interventions had an impact on student absenteeism and health.	School nurses were involved with 75% of high-absence students as compared to 66% of low-absence students. School nurses were also more involved with students who had previously identified health conditions.
Wyman (2005)	Early dismissal of students from school for illness or injury with and without school nurse contact was studied to determine if there was a difference when the student had nurse contact.	Slightly more than twice as many students were dismissed on the days the nurse was not available in the school compared to those who were authorized to leave by school nurses on the days they were present.

CONCLUSION

School nurses are critical elements of the school setting, yet many school districts across the United States do not have a full-time nurse in every school. The literature shows that schools that have a higher nurse to student ratio have better attendance rates; more involvement by the school nurse in health-related issues such as diabetes, asthma, and unintended pregnancies; fewer students sent home during the school day; and more involvement with high-absence students. This study provides additional support to these previous findings in the literature. School nurses can use this information to continue to show their effectiveness in the school setting. By carefully documenting their daily activities and contact with students, school nurses can add to the body of literature that supports their effectiveness in providing care for schoolchildren.

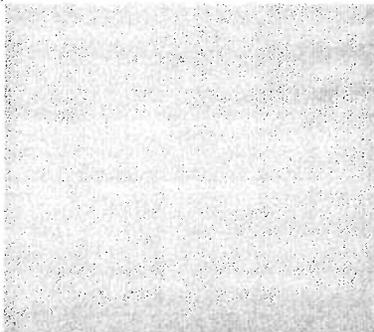
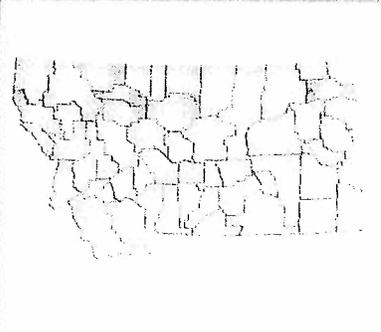
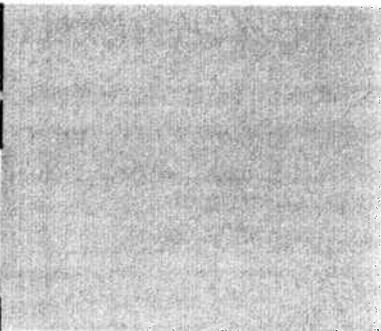
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Creating Asthma Friendly Schools in Montana

A Resource Guide



Other Resources:

Role of school nurses in asthma management

APPLICATION OF THE NURSING PROCESS TO STUDENTS WITH ASTHMA

Sue A. Buswell, RN, MS, NCSN
President, Montana Association of School Nurses
May, 2008

School nurses play a vital role in creating asthma friendly schools. Nurses provide professional healthcare services to students that no other school staff are equipped to offer. Below is an outline for school nurses describing ways to apply the nursing process to help students manage their asthma at school.

ASSESSMENT

Identify student with asthma

- Collect and review Health History Sheets
- Review previous records at the start of each school year.

Contact parent of identified student to assess:

- Past history of asthma
- Current health status
- Asthma triggers
- Current medications and treatments, use of rescue inhaler, aerochamber, peak flow meter, or nebulizer
- Parent's perception of the student's developmental level and readiness to self-carry and self-administer asthma medications
- Recommendations of the parent
- Phone numbers and emergency contacts

Interview student to assess:

- Knowledge of asthma
- Self-assessment skills
- Technique in medication administration

Communicate with physician to assess:

- Asthma action plan
- Medication orders
- Authorization to self-administer medications

For more
information, go to
The National
Association of School
Nurses website at
www.nasn.org

NURSING DIAGNOSIS

Establish nursing diagnoses, for example:

- Tracheobronchial constriction
- Ineffective individual coping
- Self-esteem disturbance

PLAN

Collaborate with student, parent, physician, and teacher

- Educate student and family to become partners in their own care.
- Elicit physician and parent input and signatures on School Asthma Action Plans as dictated by school policies, State Nurse Practice Act, and State and Federal Law.
- Communicate with teachers and school staff regarding class schedules, availability of accommodations.

Develop written School Asthma Action Plan (Individualized Health Care Plan) that includes an Emergency Plan

- Provide for availability of medication and storage of back-up medication
- Assign assistive personnel to administer medication and provide documentation in the absence of the school nurse.
- Teach assistive personnel to provide medications in a safe and appropriate manner in the absence of the school nurse.
- Provide for storage of necessary equipment such as peak flow meter, nebulizer
- Develop schedule for peak flow monitoring, if planned
- Provide controls for environmental triggers at school
- Provide for easy access to pre-medication prior to exercise, if ordered
- Arrange for asthma medications and School Asthma Action Plan to be taken on field trips
- Arrange for staff to communicate with school nurse in an emergency and provide emergency phone number of school nurse or back-up nurse on all care plans and communications.
- Educate assistive personnel, teachers, and other school staff in the effective use of individual asthma action plans.

INTERVENTION

- Communicate the School Asthma Action Plan to student and parent. Provide educational opportunities.
- Communicate the School Asthma Action Plan to all appropriate school contacts as school policy dictates. Provide education.
- Inform teachers about individual students in their classes who have asthma and may need assistance in an asthma attack. Provide education.
- Utilize nursing interventions in treatment of acute asthma episodes.
- Delegate medication administration or teach unlicensed personnel in providing medications in an emergency.
- Contact parent and physician as necessary to evaluate the School Asthma Action Plan and Emergency Plan. Provide for revision when indicated.

EVALUATION

Periodic evaluation of student records and communication with student and parent to compare present status with past history:

- Frequency of acute asthma episodes
- Peak flow readings
- Effectiveness of medications in controlling acute asthma episodes at school
- Frequency of school absences
- Ability to participate in all school activities
- Student's technique in using medications and ability to maintain availability of medications if self-administering
- Expiration date and amount of medication available in medication canister.

Monthly review of medication records and technique of unlicensed assistive personnel who have been delegated the task of medication administration.

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Montana Association of School Nurses



Montana School Board Association

MTSBA



7

Educational and Community-Based Programs

Co-Lead Agencies: Centers for Disease Control and Prevention
Health Resources and Services Administration

[Note: The National Library of Medicine has provided PubMed links to available references that appear at the end of this focus area document.]

Contents

Goal

Excerpted by S. Buswell

11/30/08

Overview

[Issues and Trends](#)

Full Article can be viewed
At www.healthypeople.gov

[Disparities](#)

[Opportunities](#)

[Interim Progress Toward Year 2000 Objectives](#)

[Healthy People 2010—Summary of Objectives](#)

[Healthy People 2010 Objectives](#)

[School Setting](#)

7-4. Increase the proportion of the Nation's elementary, middle, junior high, and senior high schools that have a nurse-to-student ratio of at least 1:750.

Target and baseline:

Objective	Increase in Schools With Nurse-to-Student Ratio of at Least 1:750	1994	2010
		Baseline	Target
		<i>Percent</i>	
7-4a.	All middle, junior high, and senior high schools	28	50
7-4b.	Senior high schools	26	50
7-4c.	Middle and junior high schools	32	50
7-4d.	Elementary schools	Developmental	

Target setting method: 79 percent improvement for 7-4a (all schools combined); percentage improvement varies for individual components 7-4b and 7-4c.

Data source: School Health Policies and Programs Study (SHPPS), CDC, NCCDPHP. Data for elementary schools are developmental.

The importance of providing health services to students in schools is widely accepted.¹² Such services began over 100 years ago to control communicable disease and reduce absenteeism. Over the years, school health services have evolved to keep pace with changes in the health care, social, and educational systems in the United States.^[32] Current models of school health services reflect an understanding that children's physical and mental health are linked to their abilities to succeed academically and socially in the school environment.¹⁵

School nurses serve 48 million youth in the Nation's schools. School nurses assess student health and development, help families determine when medical services are needed, and serve as a professional link with physicians and community resources. Nurses manage care and provide services to support and sustain school attendance and academic achievement. A licensed practical nurse or registered nurse is an essential component of a healthy school. The ratio of 1 school nurse per 750 students should be improved if many students with special needs are enrolled.^[33] For children with disabilities, the nurse is an essential resource. These children are dependent on daily medication, nursing procedures, or special diets for normal function.

Worksite Setting

7-5. Increase the proportion of worksites that offer a comprehensive employee health promotion program to their employees.

Target and baseline:

Objective	Increase in Worksites Offering a Comprehensive Employer-Sponsored Health Promotion Program	1999	2010
		Baseline	Target
		<i>Percent</i>	
7-5a.	Worksites with fewer than 50 employees	Developmental	
7-5b.	Worksites with 50 or more employees	34	75
7-5c.	Worksites with 50 to 99 employees	33	75
7-5d.	Worksites with 100 to 249 employees	33	75
7-5e.	Worksites with 250 to 749 employees	38	75
7-5f.	Worksites with 750 or more employees	50	75

Target setting method: Better than the best.

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Governor Brian Schweitzer

Montana

Department of Labor and Industry

Business Standards Division

MONTANA STATE BOARD OF NURSING

LPN IN SCHOOL NURSING POSITION

This letter is intended to summarize the requirements and the actions you must take while working as an LPN in a school setting with no on-site supervision or oversight by an appropriate, licensed provider.

In order to frame the key points, I will refer to specific statutes (laws) and rules (regulations) that apply in this situation, although they are not to be construed as all-inclusive since several other regulations could be applicable to your functioning in this type of position. You may access the board's laws and rules on our website: www.nurse.mt.gov. It is important for you to realize that as an LPN, you must always be under the supervision of a licensed RN, Advanced Practice Registered Nurse (also an RN), physician, dentist, or podiatrist.

Statute 37-8-102 defines the practice of practical nursing with a specific requirement for supervision, as does rule number 24.159.1005 (1) (c) stating, "Standards Related to the Practical Nurse's Responsibilities as a Member of the Health Team (1) (c) "function under the supervision of a registered nurse, physician, dentist, osteopath, or podiatrist." Both of the above clearly specify the requirement for supervision of LPNs.

In order to more clearly define what supervision means, the Board has adopted a rule 24.159.301 (13), stating that "Supervision means provision of guidance by a qualified nurse or a person specified in 37-8-102, MCA, for the accomplishment of a nursing task or activity with initial direction of the task or activity and periodic inspection of the actual act of accomplishing the task or activity". Again, the Board's rule outlines what supervision means for the practice of nursing and would apply to the situation for an LPN in this setting.

In terms of general requirements for LPNs in application of the nursing process (the fundamental nursing standard of care in Montana), the terminology is assistive or contributory in nature, while the RN maintains responsibility for development of the plan of care and strategies for nursing intervention and re-evaluation. The rules pertaining to these standards can be found in 24.159.1004. In order to meet these standards, a supervisory relationship with a registered nurse must be present.

In order to adequately comply with the above laws and rules, we require the following:

- 1) You must find a qualified RN to perform supervisory functions, then you and the RN will develop a written agreement/contract to provide policies and procedures for you to follow. You and the RN must ensure that those policies and procedures (including referral processes) are consistent with the National Association for School Nursing standards (that website is: www.nasn.org);
- 2) Ensure that such contract includes a mechanism for obtaining "initial direction and periodic inspection" of your practice (which would include evaluation of your practice and nursing documentation) as required by rule;
- 3) If you establish relationships with physicians for hearing and vision screenings, ensure that you have a similar written agreement/contract with each to ensure appropriate policies and procedures are in place prior to performing those functions, including referral criteria and processes;



Montana

Department of Labor and Industry

Business Standards Division

Governor Brian Schweitzer

- 4) Ensure that the policies and procedures clearly delineate what you should do when you identify anything out of the scope of standardized procedures and routine assessment, and that you contact your supervising RN for direction and the child's parent or licensed provider for follow up;
- 5) Have your employer approve all policies and procedures, including how that contractual relationship will work to ensure supervision and an appropriate level of LPN practice as required by the Board of Nursing.

Should you have any questions or concerns, please do not hesitate to call me at (406) 841-2342. Thank you!

Sincerely,

Barbara Swehla, MN RN
Executive Director
Montana Board of Nursing

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Request for New Programs - Rocky Mountain College
English Education Minor and Reading K-12 Minor

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction provides to the Board of Public Education for discussion the materials relating to the proposal from Rocky Mountain College to add an English Education Minor and a Reading K-12 Minor to its education curriculum. Barbara J. Vail, Ph.D., Director of Education and Associate Academic Vice President at Rocky Mountain College will present the descriptions of the proposed programs including the requirements for each program and a completed institutional report relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.509 English; ARM 10.58.521 Reading Specialist; and ARM 10.58.802 Standards for Approval. Report materials are attached.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion



Proposed English Education Minor Requirements

The English and Education Programs propose a minor in English Education, consisting of 27 credits.

ENG 252 Close Reading of Poetry	3 credits
ENG 223, 224 or 291 (select one course in multicultural literature)	3 credits
ENG 223 Introduction to Native American Literature	
ENG 224 Introduction to African American Literature	
ENG 291 Contemporary World Fiction	
ENG 272 or 273 (select one British Literature course)	3 credits
ENG 282 or 283 (select one American Literature course)	3 credits
ENG 319 Creative Nonfiction	3 credits
ENG 331 Literary Criticism	3 credits
ENG 355 Mass Media	3 credits
ENG 420 Method and Materials of Teaching English	3 credits
ENG 471 Studies in Shakespeare	3 credits
<hr/>	
TOTAL	27 credits

Course Descriptions

ENG 252 Close Reading of Poetry 3 credits

Students are introduced to the genre of poetry. The course provides students with a foundation in the methods of detailed reading and analysis essential to an understanding of poetry and, more broadly, to the study of literature. It addresses the basics of prosody, poetic devices (such as diction, metaphor, image, tone), and major verse forms (such as the sonnet, elegy, ode, ballad, dramatic monologue, free verse). The selection of texts reflects both the continuity and variation in the history of British and American poetry, and provides a sampling of works from the sixteenth century to the present.

ENG 223 Introduction to Native American Literature 3 credits

This course is an examination of selected literature produced by such Native American writers as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider issues of genre, history, and politics as they relate to American literature. Special emphasis is given to the oral tradition and its relationship to contemporary American writing.

ENG 224 Introduction to African American Literature 3 credits

This course is a study of selected topics in African American literature and criticism. Topics vary but may include such areas as the literature of civil rights, African-American memoir, captivity and freedom narratives, African-American poetry, theories of race and class, and Black feminist writing.

ENG 291 Contemporary World Fiction 3 credits

This course introduces students to recent prose fiction, with special attention paid to non-Western and non-American works.

ENG 272 British Literature 800 to 1800 3 credits

This course is the first in a sequence of two British literature surveys, providing an introduction to the formative period of British language and literature. Students read representative works from the Anglo-Saxon, Middle English, Renaissance, Restoration, and Eighteenth-Century periods against their literary, historical, linguistic, and philosophical backgrounds.

ENG 273 British Literature 1800 to Present 3 credits

This course is the second in the sequence of two British literature surveys, this course introduces students to Romantic, Victorian, Modern, and Postmodern literature, analyzing selected texts, from the end of the 18th century to the end of the 20th, against their literary, historical, ideological, and cultural backgrounds.

ENG 283 American Literature 1865-Present 3 credits

This course provides a survey of major literary works since the Civil War. Emphasis is placed on such figures as Twain, James, Crane, DuBois, Chopin, Wharton, Toomer, Cather, Hughes, Hemingway, and Stevens. The literature is examined in the context of literary, historical, and philosophical backgrounds.

ENG 319 Creative Nonfiction Writing 3 credits

Prerequisites: ENG 119 Students study examples of creative nonfiction and practice writing their own. They also gain experience-incorporating research into their prose.

ENG 119 First-Year Writing 3 credits (taken by all RMC students as a general education requirement)

This course is an introduction to college writing. Students critically read and discuss texts, learn that writing is a process, experiment with academic prose, develop the skills necessary to create and support a thesis, practice incorporating research into their analysis, and develop grammatical and stylistic competence. Further, working in collaboration with a second discipline, students learn to integrate knowledge. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. Required of all students entering as freshmen as part of the Rocky Freshman Experience.

ENG 331 Literary Criticism 3 credits

This course introduces students to current controversies in literary criticism. The class discusses approaches to literary analysis such as deconstruction, cultural criticism, and

post-colonialism. Students typically use a casebook method, observing how critics from divergent backgrounds interpret a single text. Students critique these various approaches and refine their own critical practices.

ENG 355 Mass Media 3 credits

This course explores how the communication medium, whether smoke signals, newspapers, television or the Internet, influences human communication. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of the media to better manage its influence in their personal and professional lives.

ENG/EDC 420 M/M: Teaching English in the Secondary School 3 credits

This seminar requires focused study and consultation with a public school English/language arts teacher or other acceptable professional in the field. Hours will be arranged in consultation with the content area professor, the appropriate education professor, the student, and the professional mentor. The course focuses on English pedagogy with special attention to reading and writing instruction. Students study methods for creating a classroom conducive to learning, select materials for motivational and instructional purposes, incorporate technology in classroom strategies, evaluate and assess student work, integrate the language arts with other content areas, and examine the scope and sequence of literature and writing for grades 5-12. This seminar strongly emphasizes practical methodologies and is the capstone course for the English education major. **Prerequisites: admission to the teacher education program, senior standing.**

ENG 471 Studies in Shakespeare 3 credits

Students engage in the advanced study of Shakespeare's works, analyzing them within their literary, historical, theatrical, linguistic, and cultural contexts. Particular attention in this course is devoted to the major critical and theoretical approaches to Shakespeare, providing a foundation for students intending to go to graduate school in English or teach English at the secondary level.



Proposed Reading Minor Requirements

Seven Required Courses (23 credits)

<u>Emergent Literacy</u>	New Course	3 credits
<u>Children’s Literature</u>	EDC 360	3 credits
<u>Reading and Writing in the Content Areas</u>	EDC 353	2 credits
<u>Diagnostic Assessment of Reading</u>	New Course	3 credits
<u>Reading Clinic (internship)</u>	New Course	2 credits
<u>Methods and Materials of Teaching Reading (K-8)</u>	EDC 350	4 credits
<u>Adolescent Readers</u>	New Course	3 credits
<u>Writing Process for K-12 Students</u>		3 credits
	TOTAL	23 credits

Course Descriptions

Emergent Literacy New Course 3 credits

Course Description—This course will provide students with in-depth information regarding the acquisition of language as it pertains to the reading process. Primary focus will be on birth to age 5 and the importance of expressive and receptive language acquisition as it relates to the reading and writing process. Particular emphasis will be placed on key research relating to English as a Second Language, Limited English Proficient, and bilingual learners as it relates to overall reading and writing achievement. Students will be required to administer reading and writing assessments that will guide instruction for the emergent reader. The alphabetic principle and phonemic awareness will be of primary focus in this course.

Children’s Literature EDC 360 3 credits

Course Description—This course is designed to increase familiarity with a variety of genres of literature appropriate for the elementary classroom, such as traditional, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and multiethnic literature. Students will evaluate literature for its personal, social, and aesthetic value and will develop effective reading selection criteria.

Reading and Writing in the Content Areas EDC 353 2 credits

Course Description—This course will provide students with the tools to teach listening, speaking, grammar, vocabulary, spelling, writing, and study skills with the aim of helping their future students achieve content area literacy and basic necessary reading skills. Learners with special reading needs will be addressed, and the writing process and the use of literature in the content classroom will be examined. Students will also evaluate content-based materials for their reading difficulty level and appropriateness. Students will develop and deliver practical lessons that address content area literacy and text comprehension. (Can be taken concurrently with Methods and Materials of Teaching Reading.)

Diagnostic Assessment of Reading New Course 3 credits

Course Description—This course will provide students with extensive knowledge relating to reading assessment tools. Students will become knowledgeable about reading diagnostic tools that provide information about placing children at instructional and independent reading levels, improving sight word vocabulary (DIBELS), improving oral reading fluency (DIBELS) and miscue analysis (running records.) Students will also become skilled in the use of criterion and norm-referenced reading and writing assessments to drive reading and writing instruction. Students will be required to acquire all reading data on a specific student, create, and then implement both an enrichment and remediation plan for the student(s). (Must be taken concurrently with Reading Clinic)

Reading Clinic (internship) New Course 2 credits

Course Description—Reading Clinic will provide students the opportunity to work with off level readers in a clinical setting. Students will complete 40 hours of clinical instruction for a reluctant or underachieving reader or writer. Individualized prescriptive plans will be developed based on reading and writing assessments given in the clinical setting. Special attention will be placed on reading and writing assessment driving reading and writing instruction through the use of one-to-one instruction. Students will become familiar with K-12 reading/writing curriculum to use for instruction. A written clinical report will be the culminating project for the reading clinic course.

Methods and Materials of Teaching Reading (K-8) EDC 350 4 credits

Course Description—This course provides an integrated approach to the language arts curriculum of listening, speaking, reading, and writing, which corresponds to the actual development of language skills. Methods of teaching the language arts; the use of books, other written materials, and audiovisual materials; the use of computer programs; methods of assessing and evaluating achievement; and ways of organizing the curriculum form a

major portion of the course. The course provides increased familiarity with literature appropriate for elementary school children.

Adolescent Readers New Course 3 credits

Course Description—This course will provide information on how to work with struggling readers at the middle and high school level. Students will become familiar with high-interest/low-vocabulary literature and how to infuse this tool as part of a remediation plan. Students will be required to develop and implement an individualized remediation plan for a middle or high school student who is reading off level. (Must take concurrently with Reading Clinic.)

Writing Process for K-12 Students 3 credits

Course Description—This writing course will provide students with knowledge about the writing process starting from the emergent level to the advanced level. In addition, students will become knowledgeable about numerous researched-based writing models, which implement both an analytical and holistic rubric for assessment. Focus will be how writing assessment drives the writing instructional process. Using literature to teach writing will be a key component of this course. Topics will include student conferencing, conducting a writing assessment and revision and editing process.



Rocky Mountain College Reading Minor

Description of the Reading Minor

The Rocky Mountain College reading minor is targeted at K-12 education majors aspiring to obtain a K-12 reading endorsement. Upon successful completion of the required courses, the candidate is eligible to apply for the State of Montana Reading Specialists K-12 endorsement. Following the completion of seven required courses, RMC students would be eligible for the reading endorsement.

Purpose and Program Design

The proposed reading minor entails seven classes and one internship experience for a total of 23 credits. Three of the seven required courses to complete this minor are currently being offered at Rocky Mountain College. These courses include EDC 360 Children's Literature (required course for all Elementary Education majors), EDC 350 Teaching Reading and Language Arts in the Elementary School (required course for all Elementary Education majors) and EDC 353 Reading and Writing in the Content Areas (required course for all Secondary Education majors). The new courses, Emergent Literacy, Diagnostic Assessment of Reading, Reading Clinic, Adolescent Readers, and Writing Process for K-12 are additions to the Rocky Mountain College Education department added to meet the OPI certification and accreditation requirements. The courses have been developed to meet and align to the state PEPPS requirements. The purpose of the reading minor is to provide K-12 education students an opportunity to acquire more in-depth knowledge about the reading and writing processes, not only to enhance their role as a classroom teacher, but to possibly serve as a K-12 reading specialist. The completion of this minor at Rocky Mountain College would afford students these options.

Not all seven courses will be offered each year, rather some of the more specialized courses will be offered on alternate years. It is the intent of the college, however to provide some of the reading minor course options as part of the summer schedule.

Rationale

The Rocky Mountain College Education Department continues to provide up-to-date, researched-based courses for all K-12 undergraduate students. Rocky education students continue, as well, to experience a high rate of hiring in and out of the state of Montana, which further validates the quality of the Rocky education program graduate. To continue this focus in

producing highly qualified classroom teachers, Rocky Mountain College pledges additional training and expertise in the area of reading by proposing the K-12 Reading minor. Rocky undergraduates will be able to meet the ongoing challenges of raising the reading achievement of all K-12 students as outlined in the No Child Left Behind legislation. In order to strengthen this emphasis even more, Rocky believes it is necessary to provide additional course offerings to hone their reading and writing instructional knowledge. Now, more than ever, the role classroom teachers play in improving K-12 students' reading and writing student achievement is paramount.

The Rocky Mountain College reading minor provides specialized training in reading and writing instruction as it relates to Native children, as well as bilingual and English as Second Language children. As outlined in the Rocky Mountain College conceptual framework, the education faculty values the skill set elementary and secondary pre-service teachers receive in the area of Indian Education for All, as this emphasis is woven throughout the undergraduate course offerings and will continue through the reading minor.

Assessment will be a key concept woven throughout all seven required course offerings. Students will be proficient at assessing, diagnosing, and a remediation all levels of readers and writers. Additionally, Rocky students will be afforded the opportunity to work with a reluctant reader/writer through the Reading Clinic internship requirement. A prescriptive plan will be the required outcome for this experience. Students completing the reading minor will demonstrate competency in reading/writing curriculum, knowledge of updated reading pedagogy, and reading resources. Not only will the reading minor afford Rocky Mountain College education program graduates the opportunity to develop their expertise in teaching reading and writing in the regular classroom, but it will also afford them other opportunities in specialized areas, such as a literacy coach or reading specialist.

Knowledge:

Rocky Mountain College students completing the reading minor will acquire skills and knowledge in all aspects of the reading and writing process, including but not limited to the following categories:

- Phonemic Awareness
- Alphabetic Principle
- Fluency
- Vocabulary
- Comprehension

Students will be afforded numerous opportunities to demonstrate competency in the area of reading and writing assessment. Students will be required to use a myriad of assessment instruments to guide prescriptive plans for off-level readers and writers. The reading clinic will afford students

the opportunity to assess, diagnose, and prescribe a specific course of action for a student needing remediation or enrichment.

Reading Specialist (K-12) Minor: The sections of the Institutional Report, 10.58.521 Reading Specialists K-12 and section 10.58.801 have been completed and are included with the course information and syllabi.

- The program will provide in-depth knowledge, understanding, and application to include but not be limited to the following:
 - A philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes rather than a discrete series of skills or unrelated activities/exercises;
 - Sensitivity to individual differences and the information the reader brings to the reading experience;
 - Recognition of the need to plan instruction based on the reading and literacy strengths of individual learners rather than on emphasizing weakness;
 - A wide variety of genres integrated into the curriculum, including quality literature and the diversity of expository materials appropriate to the age and developmental levels of learners;
 - Research on reading which includes a range of methodologies;
 - Understanding of the nature of the learner and the learning process with specific applications to reading;
 - Knowledge of the importance of embedding effective reading instruction within a meaningful context for the purposes of completing specific authentic tasks, for personal growth, and for pleasure;
 - Recognizes the developmental process of reading acquisition including:
 - Emerging literacy
 - Knowledge of textual conventions
 - Fluent integration of text information and reader knowledge; and
 - Strategic reading
 - Techniques in reading instruction and skills to diagnose reading problems that include:
 - Knowledge of current perspectives about the nature and purposes of reading and research-based approaches to reading instruction; and
 - Understanding and sensitivity to individual differences among learners and how these differences influence reading
 - The importance of assisting students to self-reflect, to monitor, and to gradually assume greater responsibility of their reading;

- Understanding the interactive nature and multiple causes of reading difficulties in learning;
- Knowledge of strategies to help students monitor, apply, and comprehend word recognition strategies and learn and apply reading comprehension strategies in the content area; and
- The provision of services in effective settings to students in reading/learning disability, special education of local, state or federal compensatory programs
- Instructional materials that are designed to:
 - Are designed , selected, modified and evaluated to reflect established curriculum goals and learner outcomes, current research, the interest, motivation and needs of individual learners; and
 - Incorporate appropriate educational technology;
- The program will include a supervised practicum with elementary and secondary school learners in developmental, corrective, and accelerated reading instruction that provides:
- Knowledge of instructional techniques which facilitate direct instruction and model the “what, when, why, where, and how” to use reading strategies with narrative and expository texts; and
- Model of teacher questioning strategies, and modeling teacher and student initiated questions;

Board of Public Education PEPPS, 10.58.521



EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Request for New Programs – Montana State University - Billings
Broadfield Science Teaching Major; Political Science Teaching Major; Early
Childhood Special Permissive Competency; Educational Technology Special
Competency

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) introduces to the Board of Public
Education a proposal from Montana State University - Billings (MSU-B) to add
the following programs to its education curriculum:
Broadfield Science Teaching Major;
Political Science Teaching Major;
Early Childhood Special Permissive Competency; and
Educational Technology Special Competency.
The OPI received a formal request for these new programs by letter on November
26, 2008, from Bonnie Jones Graham, M.Ed., Director of Licensure Standards and
Clinical Practice at MSU-B.

At the Board of Public Education meeting in March 2009, Ms. Graham will
present the descriptions of the proposed programs including the requirements for
each program, course syllabi, and the completed institutional report relating to the
specific standards of Chapter 58 – Professional Educator Preparation Program
Standards: ARM 10.58.522 Broadfield Science Teaching Major; ARM 10.58.523
Political Science Teaching Major; ARM 10.58.527 Early Childhood Special
Permissive Competency; ARM 10.58.527 Educational Technology Special
Competency; and ARM 10.58.802 Standards for Approval.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information

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SUPERINTENDENT
OF PUBLIC INSTRUCTION

Dr. Linda Vrooman Peterson
Office of Public Instruction
P.O. Box 202501
Helena MT 59620-2501

Dear Dr. Peterson:

Montana State University Billings is formally requesting that the Montana Board of Public Education consider a proposal to add the following programs to its education curriculum. The Education and Arts and Sciences faculty believes that the addition of these teaching majors and special permissive competencies will improve our program, better prepare our teacher candidates, and create more opportunities for earning teaching endorsements.

- Broadfield Science Teaching Major
- Political Science Teaching Major
- Early Childhood Special Permissive Competency
- Educational Technology Special Permissive Competency

I will soon be sending detailed information concerning these proposed programs to your office for consideration by the Montana Board of Public Education. Proposed course requirements, course syllabi and a completed institutional report will be included in these packets. I would appreciate it if you would have this placed on the next Board of Public Education meeting agenda. Thank you for your time and effort in reviewing this information, and please don't hesitate to contact me if you have any concerns or questions about these proposed programs.

Sincerely,



Bonnie Jones Graham, M.Ed.
Director of Licensure Standards and Clinical Practice

EXECUTIVE SUMMARY

DATE: JANUARY 2009

- PRESENTATION:** Administrative Rules of Montana
Chapter 57 Educator Licensure
Proposed Amendments to Class 3 Administrative Licensure
- PRESENTER:** Kim Warrick, Specialist
Office of Public Instruction
Peter Donovan, Administrator
Certification Standards and Practices Advisory Council
- OVERVIEW:** At the November BPE meeting, Kim Warrick and Peter Donovan provided to the Board of Public Education (BPE) Chapter 57 amendments as recommended by the Chapter 57 Revision Team. The Chapter 57 Revision Team facilitated by the Office of Public Instruction and the Certification Standards and Practices Advisory Council, included representatives from Montana education stakeholders.
- During the presentation at the November BPE meeting, the presenters reported that the Subcommittee on Class 3 School Administrator Licensure had not reached full consensus on the draft rules relating to licensure for school administrators. At the request of the BPE, the presenters agreed to ask the Subcommittee on Class 3 School Administrative Licensure to reconvene to see if consensus could be achieved on amended administrative rules to be presented to the BPE in January.
- The Subcommittee on Class 3 School Administrator Licensure met on December 16, 2008 and reached consensus on the amended administrative rules for Class 3 Administrative Licensure (enclosed) that will be presented to the BPE.
- REQUESTED DECISION(S):** Incorporate amendments to Class 3 School Administrator licensure into the Notice of Public Hearing and timeline relating to Admin. R. Mont. 10.57.102 through 10.57.611 Chapter 57 Educator Licensure.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Information

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the proposed)
amendment and repeal)
of rules relating to)
educator licensure)

NOTICE OF PUBLIC HEARING
ON PROPOSED
AMENDMENT AND REPEAL

TO: All Concerned Persons

1. On _____, 2009, at _____ a public hearing will be held in room [number] of the [building] at Helena, Montana, to consider the 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 public hearing 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 _____, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@mt.gov.

3. The rules proposed to be amended provide as follows, stricken matter interlined, new matter underlined:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence" means current official transcripts, portfolio and such other data as may be deemed necessary by the Board of Public Education ~~and/or~~ the Superintendent of Public Instruction.

(2) "Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) ~~and/or~~ accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(3) remains the same.

(a) an educator preparation program accredited by NCATE; ~~and/or~~

(b) and (4) remain the same.

(a) a program for the preparation of specialists accredited by a national professional accrediting body; ~~and/or~~

(b) through (8) remain the same.

(9) "College credit" means credit received for completion of a course from an regionally accredited college. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) through (14) remain the same.

(15) "Minimal education educator licensure requirements" means:

(a) a ~~baccalaureate~~ bachelor's degree from a regionally accredited institution of higher education;

(b) remains the same.

(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.

(16) through (18) remain the same.

(19) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a university transcript as field experience, internship, practicum or student teaching.

~~(19)~~ (20) "Year of administrative experience" means employment in an accredited school during a school fiscal year as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any individual wishing to have their experience as a County Superintendent considered as "administrative" experience must provide evidence of the following:

(a) possession of a Class 3 Administrative License for the time as County Superintendent they are requesting to be considered for administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees sign the school's Annual Data Collection report.

~~(20)~~ (21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered.

(21) remains the same but is renumbered (22).

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.112 LICENSE OF EXCHANGE TEACHERS (1) A class 5 license may be issued for one year to a teacher, administrator, or specialist who is on an exchange program with a school district or university, when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit-only postsecondary faculty.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) and (2) remain the same.

(a) individuals who have a current professional - not provisional or alternative - teacher, specialist, or administrator license from another state in an area that can be licensed in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(b) individuals who have graduated within the last five years from an accredited teacher, specialist, or administrator professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(i) an applicant for initial class 1, 2, or 3 licensure whose degree is more than five years old and who does not have current out-of-state licensure must have earned six semester credits within the five-year period preceding the effective date of the license;

(ii) an applicant for an initial class 6 license whose degree is more than five years old and who does 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;

(c) individuals who hold a current license from the national board for professional teaching standards in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(d) individuals who currently hold a class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(e) individuals seeking initial class 1 or 2 licensure must verify completion of a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.

(3) Applicants for initial class 4 licensure who have a current career and vocational/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.

(4) Applicants for initial class 5 alternative licensure who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) through (3) remain the same

(4) The applicant Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

(5) remains the same.

(6) The Superintendent of Public Instruction may accept the results of a background check conducted for field experiences required by a professional educator preparation unit of the Montana university system or a private college or university in Montana of a student, for employment in a public school or school district, provided the background check was completed no more than two years before the applicant submits a license application to the Superintendent of Public Instruction.

(7) remains the same.

(8) Each provider who is the subject of a background check is entitled to:

~~(a) obtain a copy of any background check report; and~~

~~(b) challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency.~~

(9) remains the same.

(10) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the certification licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

~~(11) This rule shall be effective for persons applying for licensure on or after January 1, 2003.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-104, MCA

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

(a) Class 1, ~~and 3, and 7~~ licenses require 60 renewal units;

(b) through (v) remain the same.

(c) Class 3 licenses require 60 renewal units;

(d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.421, 10.57.422 and 10.57.423;

~~(d)~~ (e) Class 6 licenses require college credit or renewal units as follows:

(i) and (ii) remain the same.

(iii) 60 renewal units.

(f) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;

(g) Class 8 licenses require 60 renewal units.

(2) and (3) remain the same.

(a) for activities other than (b) or (c) below:

(i) a planned and structured experience;

~~(b)~~ (ii) of benefit to the license holder's professional development as defined in ARM 10.55.714; and

~~(c)~~ (iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and

(iv) comply with (6) and (7) below; or

(d) and (e) remain the same but are renumbered (b) and (c).

(4) All renewal units must be earned during the valid term of the license.

Renewal units earned through August 31 immediately following the expiration date of a license shall also be considered for renewal.

(5) through (7) remain the same.

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

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

10.57.216 APPROVED RENEWAL ACTIVITY (1) ~~Providers of professional development activities which verify acceptable renewal unit activities for license renewal are:~~ Organizations wishing to offer professional development activities for the award of renewal units may apply for annual provider status to the Superintendent of Public Instruction. The organization must receive approval prior to awarding renewal units. Status as an annual provider must be renewed July 1 of each year.

~~(a) state, regional or national accredited college and university programs, for which no application or prior approval is required;~~

~~(b) accredited school districts, upon submission and approval of an application for status as a provider of professional development renewal unit credit; and~~

~~(c) professional education organizations and government agencies (federal, state, tribal, county, city), upon submission and approval of an application for status as a provider of professional development renewal unit credit.~~

~~(2) Those school districts approved as providers of professional development may identify programs at locations other than their site of operation for renewal unit verification to be awarded by them. This may include out-of-state programs and conferences. Organizations which may be approved for status as a provider of professional development for renewal unit credit, upon submission and approval of an application for status as a provider of professional development renewal unit credit, may include:~~

~~(a) regionally accredited college and university programs offering activities for units other than college credit;~~

~~(b) public school districts or schools accredited by the Board of Public Education not part of a public school district which is an OPI-approved renewal unit provider;~~

~~(c) government agencies (federal, state, tribal, county, city); and~~

~~(d) other organizations providing professional development appropriate for educators in Montana's accredited K-12 schools.~~

~~(3) These entities approved by the superintendent of public instruction as Approved providers of professional development programs are those applicants who for the award of renewal units must agree to: maintain a process in compliance with ARM 10.57.215 and this rule.~~

~~(a) Approved providers must agree to report the activities undertaken as professional development for renewal unit awards annually to the Superintendent of Public Instruction. provide activities deemed appropriate for educator license renewal in compliance with ARM 10.57.215 and 10.55.714;~~

~~(b) Approved providers must agree to submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:~~

- ~~(i) the activity title and brief description,~~
- ~~(ii) date(s) and location of program,~~
- ~~(iii) program schedule and number of participants.~~ prepare and issue completed renewal unit registration forms to eligible participants.

~~(c) For all programs designated as professional development for the purpose of issuing renewal units to license holders, the provider shall prepare and issue completed renewal unit registration forms to eligible participants. This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;~~

(c) report the activities undertaken as professional development for renewal unit awards to the Superintendent of Public Instruction. Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;

(d) submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:

- (i) the activity title and brief description;
- (ii) date(s) and location(s) of program; and
- (iii) program schedule and number of participants; and

(e) maintain records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.

~~(4) Upon receipt of a complete and accurate annual report of professional development activities by the Superintendent of Public Instruction on or before the deadline for submission, the provider status shall be continued.~~

~~(5) The Superintendent of Public Instruction shall annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.~~

~~(6) Providers will be responsible for maintenance of records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) and (2) remain the same.

~~(3) Appropriate teaching areas acceptable for license endorsement include: agriculture, art K-12, biology, business education, career and vocational/technical education endorsements as determined by the superintendent of public instruction, chemistry, computer science K-12, drama, earth science, economics, elementary education, English, English as a second language K-12, family and consumer sciences, French K-12, geography, German K-12, school counseling K-12, health, history, history political science, industrial arts, journalism, Latin K-12, library K-12, marketing, mathematics, music K-12, other language K-12, physical education and health K-12, physical science, physics, political science, psychology, reading K-12, Russian K-12, science (broadfield), social studies (broadfield), sociology, Spanish K-~~

~~12, special education P-12, speech communication, speech drama, technology education, trade and industry, and traffic education K-12.~~

~~(4) Appropriate career and vocational/technical education areas acceptable for endorsement on the class 4 license include but are not limited to: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, and diesel mechanics.~~

~~(5) Appropriate administrative areas acceptable for license endorsement include: elementary principal, secondary principal, K-12 principal, K-12 superintendent and supervisor.~~

~~(6) Appropriate specialist areas acceptable for license endorsement are school psychologist and school counselor.~~

~~(7) Both elementary and secondary preparation, including student teaching or university supervised teaching experience are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (3) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.~~

~~(a) A class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.~~

~~(b) The balanced K-12 license level option is available through Montana board of public education approved special education programs for those individuals with:~~

~~(i) a minimum of bachelor's degree completed, and~~

~~(ii) verified completion of an out-of-state state-approved special education program which includes student teaching or university supervised teaching experience.~~

~~(c) completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.~~

~~(8) Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.~~

~~(9) (3) An endorsement may be dropped from a teaching license at the end of the valid term of the license if minimum licensure requirements (major and minor or extended major) are met without that endorsement.~~

AUTH: 20-4-102, MCA

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

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) remains the same.

(2) To obtain a class 2 standard teacher's license an applicant must submit verification of all of the following: have a bachelor's degree and have completed

(a) meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(14);

- (b) completion of an accredited professional educator preparation program;
and
(c) qualification for one or more endorsement as outlined in ARM 10.57.412.
(3) remains the same.
(4) A lapsed class 2 standard teacher's license may be reinstated by showing verification of:
(a) 60 renewal units, 40 of which must be earned by college credit, earned during the five-year period preceding the validation date of the new license; or
(b) ~~120 renewal units, 80 of which must be earned by college credit, earned during the nine-year period preceding the validation date of the new license.~~

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

IMP: 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) remains the same.

(2) To obtain a class 1 professional teacher's license an applicant must have submit verification of all of the following:

(a) eligibility for the class 2 standard teacher's license as set forth in ARM 10.57.410;

(b) a master's degree or one year of study consisting of at least 30 graduate semester credits beyond the bachelor's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and

(b) verification of three years of successful teaching experience or the equivalent As defined by ARM 10.57.102(20).

(3) remains the same.

(4) A lapsed class 1 professional teacher's license may be reinstated by showing verification of:

(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; or

(b) ~~120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

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

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement con class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, elementary education, English, English as a second language K-12, family and consumer sciences, geography, school counseling K-12, health, history, history-political science, industrial arts, journalism, library K-12, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, special education P-

12, speech-communication, speech-drama, technology education, trade and industry, traffic education K-12 and world languages.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are early childhood education, gifted and talented education and technology in education.

(1) and (2) remain the same but are renumbered (4) and (5).

~~(3) To obtain a K-12 endorsement, the applicant must provide verification of training in both elementary and secondary curriculum.~~

~~(4) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.~~

(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.

(a) A class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.

(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:

(i) a minimum of a completed bachelor's degree; and

(ii) verified completion of an out-of-state approved special education program which includes student teaching or university supervised teaching experience.

(c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.

(7) Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA

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

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) A class 3 administrative license shall be valid for a period of five years.

(2) Appropriate administrative areas acceptable for license endorsement are the following: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

~~(3) To obtain a class 3 administrative license an applicant must provide verification of a hold at least the appropriate master's degree in an accredited school administration program or the equivalent and must qualify for one of the endorsements set forth in ARM 10.57.414 through 10.57.419.~~

~~(3) A class 3 administrative license shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

(4) A lapsed class 3 administrative license may be reinstated by showing verification of:

(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; ~~or~~

~~(b) 120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

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

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) a minimum of three years of successful teaching experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor; and

(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree, in each of the following content areas:

(i) organizational leadership;

(ii) instructional leadership;

(iii) facilities planning and policy;

(iv) personnel and labor relations;

(v) community and board relations;

(vi) policy development; and

(vii) three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance. Applicants who meet all other requirements for the superintendent endorsement but lack these courses, shall be issued the class 3 license and must sign and file a plan of professional intent with the Superintendent of Public Instruction agreeing to complete these courses by the first renewal of their class 3 license.

(2) In addition to the requirements detailed in (1) above, every applicant must provide verification of either:

(a) an education specialist degree or doctoral degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and

(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or

~~(b) (c) a master's degree in educational leadership or equivalent from an accredited professional educator preparation program as determined by the university system to include: or a master's degree in education from an accredited program; and~~

(i) ~~(d)~~ licensure/ and endorsement as a K-12 principal; and

(e) a minimum of one year of superintendent administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.

~~(ii) one year of administrative experience as an appropriately licensed principal or one year of a supervised board of public education approved administrative internship as superintendent; and~~

~~(iii) a minimum of 18 semester graduate credits, of which 12 must be beyond the master's degree, in the following content areas:~~

~~(A) organizational leadership;~~

~~(B) instructional leadership;~~

~~(C) management to include finance, facilities, law and policy;~~

~~(D) personnel and labor relations; and~~

~~(E) community and board relations.~~

(3) A class 3 administrative license endorsed as a superintendent shall be renewed as follows:

(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or

(b) for those applicants not meeting the requirement of (1)(b)(vii) above, verification of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance earned during the valid term of the initial class 3 license.

AUTH: 20-4-102, MCA

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

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at the elementary level; and

(b) remains the same.

(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) and (ii) remain the same.

(iii) management to include finance and law successful completion of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance; and

(iv) remains the same.

AUTH: 20-4-102, MCA

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

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at the secondary level; and

(b) a master's degree in educational leadership from an accredited professional educator school administrator preparation program as defined in ARM 10.57.102(3); or

(c) through (ii) remain the same.

(iii) management to include finance and law successful completion of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance; and

(iv) remains the same.

(2) A class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

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

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) through (b) remain the same.

(c) a minimum of three years of successful experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at any level within K-12; and

(d) remains the same.

(2) A class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

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

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

(2) A class 3 administrative license endorsed as a supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

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

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) remains the same.

(2) A class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

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

10.57.420 CLASS 4 CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE (1) A class 4 license is specific to career and vocational/technical education and shall be valid for a period of five years.

~~(2) There are three types of class 4 licenses: —class 4A, 4B and 4C.~~

~~(2) A class 4 license shall be valid for a period of five years.~~

(a) A class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and technical education endorsement;

(b) A class 4B license shall be issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana secondary level teaching license with the appropriate career and technical education endorsement;

(c) A class 4C license shall be issued to individuals who hold at least a high school diploma or GED and meet the minimum requirements for endorsement.

~~(3) remains the same.~~

(a) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Endorsement related to technical studies may be accepted with prior approval. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education;

(ii) safety and teacher liability.

(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education; and

(ii) safety and teacher liability.

(c) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Appropriate coursework to renew a class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education; and

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special

needs;

(iv) safety and teacher liability;

(v) classroom management;

(vi) teaching methods;

(vii) career guidance in career and technical education; and

(viii) endorsement related technical studies, with prior approval.

~~(4) Recognized occupations eligible for a class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Current appropriate class 4 career and vocational/technical occupational areas are set forth in ARM 10.57.301(4). Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.~~

~~(5) A lapsed class 4 license may be reinstated by showing verification of the following:~~

~~(a) for class 4A licenses:~~

(i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or

(ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.

(b) for class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework in the following areas:

(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special needs;

(iv) safety and teacher liability;

(v) classroom management;

(vi) teaching methods;

(vii) career guidance in career and technical education;

(viii) endorsement related technical studies, with prior approval.

~~60 renewal units, 40 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the five-year period preceding the validation date of the new license;~~

~~(b) 120 renewal units, 80 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the nine-year period preceding the validation date of the new license;~~

~~(c) 60 renewal units earned during the five-year period preceding the validation date of the new license if the licensee has a master's degree; or~~

~~(d) 120 renewal units earned during the nine-year period preceding the validation date of the new license if the licensee has a master's degree.~~

AUTH: 20-4-102, MCA

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

10.57.421 CLASS 4A CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE ENDORSEMENTS (1) Recognized occupations eligible for a class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the class 4 license include by are not limited to the following: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, diesel mechanics, videography, and theater arts. Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.

(2) To obtain an endorsement on a class 4 license, an applicant must provide the following:

(a) verification of a minimum of 10,000 hours of documented work experience which may include apprenticeship training, documenting the knowledge

and skills required in the specific trade in which they are to teach. Acceptable documentation is determined by the Superintendent and may include, but is not limited to:

(i) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;

(ii) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(iii) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement;

(iv) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g. ASE, AWS);

(b) for health occupations or computer information systems, an alternative to the above requirement of 10,000 hours work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

(i) for health occupations:

(A) hold a class 1 or 2 license with an endorsement in health or any of the science areas;

(B) verification of participation in or completion of an approved internship program in a medical setting; and

(C) successful completion of coursework in human biology and anatomy and physiology; or

(D) hold a current professional license or certificate in a related health occupation field;

(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(3) A class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310.

~~A class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and vocational/technical education endorsement, and who meet the following minimum requirements:~~

~~(a) 10,000 hours of documented work experience or apprenticeship training equal to 10,000 hours in the specific trade in which they are to teach;~~

~~(b) for computer information systems or health occupations, an alternative to the above requirement of 10,000 hours work experience may be substituted, as approved by the Superintendent of Public Instruction as follows:~~

~~(i) for health occupations an individual may hold a related health or science education endorsement, have completed an approved internship program in a recognized medical setting of a minimum of 200 hours (five weeks), and hold a current professional license or certificate.~~

~~(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.~~

~~(2) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

~~(3) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit and/or technical studies. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

AUTH: 20-4-102, MCA

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

10.57.424 CLASS 5 ALTERNATIVE LICENSE (1) remains the same.

(2) An applicant for a class 5 alternative license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading to the class 1, 2, 3₁ or 6 license within three years of the date of the alternative license.

(3) A class 5 alternative license is available with any endorsement normally allowed for class 1, 2, 3₁ or 6 licenses.

(4) Class 5 alternative license holders are not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the class 5 licensure expiration date.

(5) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval.

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) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(14);

(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science or health; and

(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic. and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

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) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM

10.57.102(14);

(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement; and

(c) professional educator preparation of at least six semester credits; and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

AUTH: 20-4-102, MCA

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

10.57.427 CLASS 5 ALTERNATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program or equivalent;

(b) eligibility for a class 1, 2, or 5, or 6 teaching license at the appropriate level;

(c) verification a minimum of three years of successful experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at any level teaching experience; and

(d) verification of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

(i) supervision of the licensee by university personnel;

(ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a class 5 alternative license with an elementary principal endorsement, an applicant must provide verification of:

- (a) remains the same.
- (b) eligibility for a class 1, 2, or 5, or 6 teaching license at the elementary level; and
- (c) ~~verification~~ a minimum of three years of successful teaching experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

- (a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or
- (b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) and (a) remain the same.

- (b) eligibility for a class 1, 2, or 5; or 6 teaching license at the secondary level; and
- (c) ~~verification~~ a minimum of three years of successful teaching experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

- (a) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or
- (b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

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

10.57.430 CLASS 5 ALTERNATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) and (a) remain the same.

(b) eligibility for a class 1, 2, or 5; or 6 teaching license at any level within K-12; and

(c) ~~verification~~ a minimum of three years of successful teaching experience as an appropriately licensed and assigned class 1 or 2 teacher or class 6 school counselor at any level with K-12.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

(i) supervision of the licensee by university personnel;

(ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

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

10.57.432 CLASS 5 ALTERNATIVE LICENSE – SPECIALIST ENDORSEMENT (1) remains the same.

(a) a master's degree or greater in school psychology or related field from an accredited school psychologist professional educator preparation program; and

(b) completion of at least 12 of the following 16 requirements: recommendation from the Montana Association of School Psychologists Competency Review Board.

~~(i) undergraduate or graduate general education/psychology course work/content to include:~~

~~(A) careers;~~

~~(B) human growth and development;~~

~~(C) general psychology;~~

~~(D) abnormal psychology; and~~

~~(E) learning theory;~~

~~(ii) undergraduate or graduate general education course work/content to include:~~

~~(A) exceptional children (must include special education);~~

~~(B) curriculum development;~~

~~(C) diagnosis and remediation of reading; and
(D) educational evaluation; and
(iii) graduate psychological methods and techniques course work/content to include:~~

- ~~(A) individual intelligence testing;~~
 - ~~(B) child psychopathology and achievement testing;~~
 - ~~(C) personality assessment;~~
 - ~~(D) interviewing and counseling;~~
 - ~~(E) behavior interventions;~~
 - ~~(F) school psychology practicum/internship; and~~
 - ~~(G) administration, role and function of school psychology; and~~
 - ~~(e) specific completion of the individual intelligence testing requirement.~~
- (2) remains the same.

AUTH: 20-4-102, MCA

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

10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (3) remains the same.

(4) A lapsed class 6 specialist license may be reinstated by showing verification of:

- ~~(a) four graduate semester credits or equivalent renewal units earned during the five-year period preceding the validation date of the new license; or~~
- ~~(b) eight graduate semester credits or equivalent renewal units earned during the nine year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

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

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

(1) and (a) remain the same.

~~(b) a master's degree in school psychology or a master's degree which includes the following minimums: an education specialist degree in a related field from an accredited institution; and~~

(c) recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination.

~~(i) 10 semester credits in general education/psychology (graduate or undergraduate) training to include:~~

- ~~(A) new careers or transitions;~~
- ~~(B) human growth and development;~~
- ~~(C) general psychology;~~
- ~~(D) educational psychology; and~~
- ~~(E) abnormal psychology;~~

~~(ii) completion of the following course work is required at either the undergraduate or graduate level, provided the applicant has a master's degree from an accredited program:~~

- ~~(A) exceptional children (must include special education);~~

- ~~(B) curriculum development;~~
- ~~(C) diagnosis and remediation of reading; and~~
- ~~(D) educational evaluation; and~~
- ~~(iii) completion of the following specific course work in psychological methods and techniques is required at the graduate level:~~
 - ~~(A) individual intelligence testing;~~
 - ~~(B) child psychopathology;~~
 - ~~(C) personality assessment;~~
 - ~~(D) interviewing and counseling;~~
 - ~~(E) behavioral interventions;~~
 - ~~(F) school psychology practicum/internship (a minimum of four semester hours of graduate credit or appropriate waiver); and~~
 - ~~(G) administration, role and function of school psychology.~~

AUTH: 20-4-102, MCA

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

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) remains the same.

(2) A class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA

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

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (1) through (3) remains the same.

(4) A class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA

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

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) remains the same.

(a) sexual contact, as defined in 45-2-101(~~66~~ 67), MCA, or sexual intercourse as defined in 45-2-101(~~67~~ 68), MCA, between a teacher, specialist or administrator and a person the teacher, specialist or administrator knows or reasonably should know is a student at a public or private elementary or secondary school;

(b) through (b)(xx) remain the same.

(xxi) 45-5-622(3), MCA (endangering welfare of children);

(c) through (d) remain the same.

(e) Falsifying, intentionally misrepresenting, willfully omitting, or being negligent in reporting information submitted to federal, state, and other governmental agencies such as professional qualifications, criminal history, and information

submitted in the course of an official inquiry or investigation, college or professional development credit and/or degrees, academic awards, and employment history when applying for employment and/or licensure, or when recommending an individual for employment, promotion, or licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

4. Statement of Reasonable Necessity: By authority of 20-4-102, MCA the Board of Public Education adopts policies for the issuance of teacher licenses. The board regularly shall consider recommendations for revision of the policies at any time it deems necessary. Every five years the board shall make a comprehensive review of licensure policies to insure that such policies are meeting the needs of the state. Therefore the Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to Chapter 57, educator licensure. The Certification Standards and Practices Advisory Council staff and the Office of Public Instruction staff facilitated the comprehensive process to amend Chapter 57, educator licensure with input from Montana P-20 education stakeholders.

5. The rules proposed for repeal follow:

ARM 10.57.104 is being repealed because the provisions in this rule have been included in ARM 10.57.201.

ARM 10.57.110 is being repealed because the provisions in this rule have been included in ARM 10.57.413.

ARM 10.57.220 is being repealed because the provisions in this rule have been included in ARM 10.57.201

ARM 10.57.422 is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421

ARM 10.57.423 is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421.

6. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does not anticipate any implementation costs, but shall request and report in its adoption notice any cost estimates received from districts during the hearing.

7. Concerned persons may present their data, views, or arguments, either orally or in writing, at the hearing. Written data, views, or arguments may also be submitted by mail to the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601, or by e-mail to smeloy@mt.gov and must be received no later than 5:00 p.m. on [date at least 28 days from publication of this notice].

8. Steve Meloy has been designated to preside over and conduct the hearing.

9. The Board of Public Education 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 Steve Meloy, P.O. Box 200601, Helena, Montana 59620-0601, faxed to the office at (406) 444-0847, by e-mail to smeloy@mt.gov, or may be made by completing a request form at any rules hearing held by the Board of Public Education.

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

11. The requirements of 20-1-501, MCA, have been fulfilled. Copies of these rules have been sent to all tribal governments in Montana.

Patty Myers, Chairperson
Board of Public Education

Steve Meloy, Rule Reviewer
Board of Public Education

Certified to the Secretary of State [date to SOS].

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: No Child Left Behind Act (NCLB) Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: Following an April 2007 on-site review of the Office of Public Instruction NCLB Title II, Part A program by the U.S. Department of Education (USED), the OPI addressed the findings of the federal review. As part of federal requirements concerning teacher qualifications, the OPI staff published and disseminated to Montana schools the Montana NCLB HQT Data Collection Manual for the 2008-09 School Year. The presentation will include the process described in the manual as well as next steps to meet the compliance requirements of the USED.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

Coopersmith, Nancy

From: Official_Email@metnet.mt.gov
Sent: Friday, November 28, 2008 5:00 PM
To: OPI Staff
Subject: NCLB HQT Requirements

Contributed by <kwarrick@mt.gov>,Internet:

Official E-Mail from the Montana Office of Public Instruction
Linda McCulloch, Superintendent

Subject: NCLB HQT Requirements

This official e-mail contains information about federal requirements concerning teacher qualifications, data collection to be sent to the Office of Public Instruction (OPI) by January 20, 2009, training for administrators, and OPI contacts for assistance.

The U.S. Department of Education (USED) conducted an on-site federal review of the Montana Office of Public Instruction (OPI) in April 2008. The review included state and local school district compliance with the No Child Left Behind (NCLB) Title II, Part A program, including the Highly Qualified Teacher (HQT) requirements. There are three major findings that must be addressed by the OPI in order to maintain compliance with NCLB, and, therefore, remain eligible to receive NCLB funding. The documents that are linked to this message were developed to address these federal mandates and to provide a process for teachers to meet the highly qualified requirements.

Next week the OPI will mail a data collection manual to authorized representatives, principals, supervising teachers and special education directors. The manual contains an explanation of the findings of the USED and data collection materials concerning the status of Montana teachers with regard to the highly qualified requirements of NCLB. The data must be returned to the OPI no later than January 20, 2009. You may view the materials on the OPI Web site at http://opi.mt.gov/PDF/FEDPrgms/Special/NCLB_HQT_Manual_08-09.pdf

The data collection is necessary, as you will read in the manual, to provide accurate data concerning Montana teachers' status regarding the federal requirements. Compliance with the federal law requires accurate data. However, it is not required that every teacher must instantly meet the highly qualified requirements of NCLB.

The manual contains a process for every Montana teacher to determine their status with regard to the NCLB requirements. It also includes a process for teachers to meet these requirements.

The OPI is preparing a technical assistance presentation on these issues, and the Web link will be sent to you before the week of December 15. The 90-minute presentation may be viewed on individual computers at any time. No registration will be necessary.

If you have questions about the NCLB Highly Qualified Teacher requirements or the data collection materials, please contact either of the following:

Frank Podobnik, fpodobnik@mt.gov, (406) 444-4428
Kim Warrick, kwarrick@mt.gov, (406) 444-0753

Thank you for your assistance with this compliance issue.

Please Direct this message to: Authorized Representatives, Principals, Special Ed. Dir.



OFFICE OF PUBLIC INSTRUCTION

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HELENA MT 59620-2501
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(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)

Linda McCulloch
Superintendent

December 3, 2008

Dear Friends:

This mailing includes information about the No Child Left Behind (NCLB) requirements concerning the standards for teachers. As you know, Montana has high standards for the licensure of teachers, and we know these standards are effective because Montana students achieve at high levels.

The U.S. Department of Education (USED) monitored the Office of Public Instruction (OPI) implementation of NCLB last April and requires that my office address three major findings. Because I did not agree with the findings, I negotiated with the department. Through these negotiations, we eliminated a condition on our grant award that could have resulted in losing some NCLB funds.

The enclosed materials address the federal findings and provide a process for teachers to meet these new NCLB mandates. Although the USED is requiring my office to collect data, there is no requirement that all teachers must immediately meet all of the federal requirements.

While it is disturbing to have to address these mandates, I believe, as I always have, that Montana has a quality teaching force. I support the quality of instruction in Montana. It is my hope the new administration in Washington, D.C. will provide better solutions to the issues of federal mandates in rural states like ours. I hope that your voice will be heard when the reauthorization of the ESEA is addressed in the future by the U.S. Congress.

Thank you for your support of quality instruction for Montana students. Please do not hesitate to contact my office if you have questions about the enclosed materials.

Best Regards,

A handwritten signature in cursive script that reads "Linda McCulloch".

Linda McCulloch
State Superintendent

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

Montana NCLB HQT Data Collection Manual for the 2008-09 School Year

November 28, 2008



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
Toll Free: 1-888-231-9393, Local: 406-444-3095
www.opi.mt.gov

HQT Data to be Returned to the OPI by
January 20, 2009

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Executive Summary

The purpose of the *Montana NCLB HQT Data Collection Manual for the 2008-09 School Year*

This manual provides information to Montana educators about federal mandates concerning meeting the Highly Qualified Teacher (HQT) requirements of the No Child Left Behind (NCLB) Act. Two major parts of the manual include the following: 1. A process for each Montana teacher to determine his/her HQT status; and 2. A process for schools and districts to report to the Office of Public Instruction (OPI) the data needed to address the findings of a federal monitoring review of Montana.

Background

Standards for preparation and licensure of Montana teachers have been in place for many years. The Montana Board of Public Education (BPE) establishes the rules for teacher preparation and licensure, and the Office of Public Instruction implements the rules. These rules have provided the basis for quality teaching in Montana's classrooms, as evidenced by the high levels of Montana student achievement.

With the passage in 2001 of the NCLB, federal requirements concerning teacher qualifications were added. The NCLB mandates that teachers meet the Highly Qualified Teacher (HQT) requirements as defined in the law. This *Montana NCLB HQT Data Collection Manual for the 2008-09 School Year* contains an explanation of the additional federal requirements and a process to gather more information required by the U.S. Department of Education. It also contains a process for each Montana teacher to determine his/her HQT status.

In 2005, the U.S. Department of Education (USED) approved the following as Montana's definition to meet these HQT requirements: If Montana teachers are licensed and endorsed in the areas in which they teach they meet the federal requirements for HQT. The OPI has collected data utilizing this approved definition.

Executive Summary, Continued

USED Monitoring Review

In April 2008, a team from the USED visited Montana to review the state's compliance with the NCLB Title II program, including the HQT requirements. The OPI received the monitoring report at the end of May and worked through the summer and most of September to negotiate Montana's response to the findings of the federal review.

There are three major findings that must be addressed by the OPI in order to maintain compliance with NCLB, and, therefore, remain eligible to receive NCLB funding. As stated above, the Montana approved definition for HQT was that teachers, who are licensed and endorsed in the areas in which they teach, meet the federal requirements concerning HQT. Although the definition was approved by the department, the monitoring team concluded the implementation of the Montana definition does not go far enough in three of these issues. Let's look at Special Education teachers as an example. It was the position of the OPI that Special Education teachers licensed and endorsed in Special Education met the HQ requirements. However, the USED found that if the Special Education teachers are teaching a core academic subject (see definitions in this manual) and were not endorsed in that subject, they do not meet the federal requirements for HQ. Our original definition would have counted these teachers, licensed and endorsed in Special Education, as HQ. Therefore, since the USED did not agree with the implementation of the Montana original definition, the Montana data collections were determined to be inaccurate because the OPI had counted these teachers as meeting the HQT requirements.

The second issue concerns teachers who have academic minors in a core academic subject in which they teach. The USED requires that a major, **or its equivalent**, is required to meet the HQ requirement for a teacher who teaches core academic subjects.

The third finding concerned counting those elementary teachers who hold a Class 5 Alternative License as meeting the HQ requirement. The OPI considered these teachers to meet the federal HQ requirements at the time of issuance of the Class 5 Alternative License. The USED stated that elementary teachers employed on a Class 5 Alternative License must

Executive Summary, Continued

demonstrate subject matter competence **prior** to being considered to meet the HQ requirements and prior to being counted in the data collections as meeting the HQ requirements.

Required Next Steps

The USED established timelines for Montana to respond and correct the findings of the April 2008 on-site review. The timelines are included in Chapter II of this manual.

Since the USED disagreed with definitions and the implementation of requirements, the OPI must revise the data collection process for the 2008-09 school year. In order to do that, OPI must gather information concerning Montana teachers. The information to be gathered includes the following:

1. Core academic classes taught by Special Education teachers;
2. Core academic classes taught by teachers (grades 9–12) without a college major in the subjects they teach; and
3. Elementary teachers (grades K-8) who had a Class 5 Alternative License.

The paper survey contained in this manual will provide the OPI with the information listed above only for the 2008-09 school year. In future years the information will be collected electronically in the Annual Data Collection.

OPI Contact Information

Frank Podobnik, fpodobnik@mt.gov, (406) 444-4428

Kim Warrick, kwarrick@mt.gov, (406) 444-0753

Office of Public Instruction Web page, <http://www.opi.mt.gov>

Chapter I

USED Monitoring Findings and Montana Plan to Resolve These Findings

Critical Element I.1: The State has established appropriate HQT requirements for all teachers who teach core subjects.

Finding: To be considered highly qualified, the State requires all secondary teachers to hold a major in their primary assignment area. However, secondary teachers may add an additional endorsement with 20-24 semester credits in an approved minor. By itself, a minor does not meet the minimum requirements of a subject-area major or coursework equivalent to a major that the *ESEA* establishes for secondary teachers.

Montana Plan to Implement the Required Action for Critical Element I.1

By September 2009, the SEA will ensure that all secondary teachers teaching core academic subject classes will have demonstrated content knowledge competency for each core academic subject class they teach, consistent with the Elementary and Secondary Education Act (ESEA) as Reauthorized by the No Child Left Behind (NCLB) Act. Montana will implement this requirement as follows:

SRSA Districts Consistent with the Secretary of Education's letter of March 31, 2004, both new to the profession and veteran teachers hired to teach in school districts eligible under the Small Rural School Achievement (SRSA) Program and who are highly qualified in one subject that they teach will have three years from the time they are hired to establish their highly qualified status in each other core academic subject that they teach. They can do this by fulfilling the ESEA requirement through the High Objective Uniform State Standard of Evaluation (HOUSSE) process. The HOUSSE process includes options such as content knowledge tests, years of experience, and professional development.

Other Districts Veteran secondary teachers (those who have taught a full academic year or more by the beginning of September 2009) who may have previously been considered as meeting the federal requirement for highly qualified in a core academic subject based on completion of an approved minor will be required to demonstrate content knowledge competency in that subject through the High Objective Uniform State Standard of Evaluation (HOUSSE) process by September 2009.

To ensure implementation of this policy, the SEA will:

- In September 2008, conduct regionally-based technical assistance to help school district personnel complete the online Annual Data Collection (ADC). These ADC trainings provide information relating to the ESEA requirements for highly qualified teachers including the requirement for 100 percent of the

teachers hired to teach core academic subject classes must meet the ESEA requirements for HQ.

- In November 2008, conduct the OPI Annual Data Collection (ADC) review, a comprehensive monitoring system that follows a specific process and schedule for desk monitoring. This process identifies LEAs not meeting the ESEA Annual Measurable Objective for HQT of 100 percent for teachers hired to teach core academic subject classes.
- In November 2008, disseminate guidance to school district administrators, teacher education faculty, and current teachers, clarifying that a minor is not sufficient by itself to meet the ESEA requirements for HQT and that district administrators must review the credentials of all secondary teachers. Those teachers who do not meet the HQ requirements under the ESEA must fulfill the HOUSSSE process. This guidance will be distributed to SRSA districts as well, explaining the requirements applicable to secondary teachers of multiple subjects in those districts.
- In November 2008, disseminate guidance and technical assistance on the use of HOUSSSE for current secondary teachers assigned to teach core academic subject areas for which they hold minors and therefore do not meet the ESEA requirements for HQ.
- Beginning in November 2008, and on a continuing basis require the use and monitor the implementation of the HOUSSSE process for these teachers.

Secondary Teacher Candidates with Minors in Core Academic Subject Areas

A secondary teacher candidate who earned a minor in a core academic subject area must pass the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession* before being recommended for licensure by an accredited teacher education program. The test will be similar to the test used for elementary level teachers new to the profession approved by the United States Department of Education (USED) June 6, 2006, and will involve the use of Praxis II content knowledge tests for core academic subjects for secondary teachers.

To ensure that secondary teacher candidates "new to the profession" who have earned a minor in a core academic subject area demonstrate content knowledge competency before being recommended for licensure by the accredited teacher education program, the SEA will:

- In November 2008, disseminate guidance and technical assistance advising teacher education faculty, secondary teacher candidates, and school district

administrators of the ESEA requirements for HQT including the fact that a minor in a subject is not sufficient by itself to make a teacher highly qualified to teach that core academic subject .

- By January 2009, develop as a test of content knowledge the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession*. The test will be similar to the test used for elementary level teacher candidates new to the profession approved by USED June 6, 2006, and involve the use of Praxis II content knowledge tests for core academic subjects.
- In April 2009, implement the *Montana Assessment (Test) for Content Knowledge: Secondary Education -- New-to-the-Profession*. No new teacher hired to teach core academic subject classes in the school year beginning September 2009 will meet the federal HQ requirements unless they have passed the *Montana Assessment (Test) for Content Knowledge: Secondary Education*.
- Beginning September 2009, monitor the use and implementation of the *Montana Assessment (Test) for Content Knowledge: Secondary Education - - New-to-the-Profession* by Montana's nine schools of education.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT 1.2

Critical Element 1.2: The state has established appropriate HQT requirements for special education teachers who teach core academic subjects.

Finding: The Office of Public Instruction (OPI) has not determined the highly qualified status of special education teachers who provide direct instruction to students in the core academic areas. These teachers currently are excluded from the count of classes taught by highly qualified teachers.

Required Actions

1.2.1 Notifying LEA that the HQ status of special education teachers who teach core subject classes must be determined.

Montana Plan to Implement the Required Action

Timeline	Plan
June-August 2008	Access technical assistance from the National Comprehensive Center on Teacher Quality and the Northwest Regional Comprehensive Center
June-August 2008	Review data collection methodologies used in other states on HQ status for special education teachers who teach core academic subject classes
August-September 2008	Develop criteria and procedures to gather number and percentage of core academic subject classes taught by special education teachers
September 2008	Develop survey tool for districts to gather and report number and percentage of core academic subject classes taught by special education teachers
October 2008	Develop guidance for LEAs to notify parents
December 2008	Notify all districts and provide detailed instructions to complete data collection survey
December 2008	Provide technical assistance and training for districts to complete survey tool

Evidence¹

Timeline	SEA Status Report to USED	Supporting Documents
December 1, 2008	Notification provided to LEAs (LEAs report data to the OPI no later than January 20, 2009)	<ul style="list-style-type: none"> • Statement of Official Notice to LEAs • Guidance on Notifying Parents • Sample Parent Notification Letter

¹Each of the evidence boxes in this plan indicates the date by which OPI will report to the USED on completion of the indicated steps, including the supporting documents.

1.2.2 Assessing the HQ status of all special education teachers who teach core subject classes.

Montana Plan to Implement the Required Action

Timeline	Plan
October 2008	SEA develops training tools and arranges for technical assistance to support schools in their identification of special education teachers who teach core academic subject classes and in their evaluation of the HQ status of those special education teachers
January 2009	LEAs identify special education teachers who teach core academic subject classes
January 2009	LEAs determine the HQ status of each special education teacher who has been identified as teaching core academic subject classes
January 2009	LEAs notify parents
January 2009	LEAs report to SEA no later than January 20, 2009, the data on the number and percentage of those core academic subject classes taught by HQ status of all special education teachers
March 2009	SEA conducts preliminary analysis of these data; validates accuracy and completeness of these data; generates number and percentage of core academic subject classes based on the HQ status of all special education teachers

Evidence

Timeline	SEA Status Report to USED	Supporting Documents
February 11, 2009	Data collection from school districts on special education teachers who teach core academic subject classes and on the numbers and percentages of such classes taught by HQ special education teachers.	<ul style="list-style-type: none"> SEA generated reports and documents
May 30, 2009	Analysis of data.	<ul style="list-style-type: none"> SEA generated reports and documents
December 2009 (CSPR due date to be determined by USED)	Final HQT data for the 2008-2009 school year submitted in the CSPR to the OESE	<ul style="list-style-type: none"> CSPR

1.2.3 Notify parents, as required, when special education teachers who are not HQ teach their children.

Montana Plan to Implement the Required Action

Timeline	Plan
December 2008	SEA provides districts sample form of parent notice concerning special education teachers teaching core academic subject classes who do not meet federal HQT requirements
December 2008	SEA notifies LEAs of responsibility to immediately report to parents that the special education teacher does not meet federal HQT requirements.
January 2009	LEAs, immediately following the non-HQT status determination, provide notice to parents of children attending schools receiving ESEA Title I funds. This must occur prior to the beginning of the second semester of the 2008-09 school year.
January 2009	LEAs provide the SEA with statements of assurance regarding parental notification.
December 2009	SEA revises procedures of on-site accreditation reviews (monitoring) to ensure accuracy of the assessment of the HQT status of each teacher teaching core academic subjects and notification of parents of teacher's HQT status.

Evidence

Timeline	SEA Status Report to USED	Supporting Documents
February 11, 2009	SEA status report on issuing guidance to districts on their responsibility to provide parental notification concerning HQ status of special education teachers. This guidance will include sample letter of parental notification	<ul style="list-style-type: none"> • Guidance • Sample letter
May 30, 2009	Summary of the SEA review of statements of assurance and a copy of a signed and dated parent notification letter.	<ul style="list-style-type: none"> • Statements of assurance
December 2009	Written SEA procedures of on-site LEA accreditation reviews (monitoring)	<ul style="list-style-type: none"> • SEA procedures when conducting on-site accreditation reviews (monitoring)

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.3

Critical Element I.3: Teachers who are enrolled in approved alternative certification programs AND who have already earned a bachelor's degree AND successfully demonstrated subject matter competence may be counted as highly qualified for a period of three years.

Finding: Elementary teachers employed on a Class 5 Alternative License are not required to demonstrate subject matter competence prior to being counted as highly qualified for their classroom assignments.

Montana Plan to Implement the Required Action for Critical Element I.3

By January 2009, Montana ensures that all elementary teachers employed on a Class 5 Alternative License demonstrate subject matter competency prior to being counted as highly qualified for their classroom assignments.

Applicants Seeking the Class 5 Alternative License at the Elementary Level

To ensure that applicants seeking the Class 5 Alternative License at the elementary level demonstrate the content knowledge competency requirement under the ESEA to meet HQT status prior to being assigned to teach at the elementary level, the SEA will:

- In November 2008, disseminate guidance and technical assistance for teacher education faculty, elementary level applicants for Class 5 Alternative Licenses, and school district administrators of the requirements for HQT under the ESEA. To fulfill these requirements the elementary level applicants for Class 5 Alternative Licenses must demonstrate content knowledge competency prior to being counted as highly qualified for their classroom assignments.

Current Elementary Teachers Employed Under the Class 5 Alternative License

To ensure that current elementary teachers employed under the Class 5 Alternative License demonstrate content knowledge competency required under the ESEA to meet HQT status, the SEA will:

- In November 2008, inform school district administrators that elementary teachers employed under the Class 5 Alternative License must demonstrate content knowledge competency prior to being assigned to teach the elementary curriculum. The district administrator must review the credentials of all elementary teachers who are employed under the Class 5 Alternative License. By April 2009, those teachers who have not demonstrated content knowledge competency as required under the ESEA must pass the Praxis II

Elementary Content Knowledge component of the *Montana Assessment (Test) for Content Knowledge: Elementary Content Knowledge Test*.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.4

Critical Element I.4: The SEA ensures that all teachers hired after the first day of the 2002-03 school year to teach in Title I programs were highly qualified at the time of hire.

Finding: Because of the definitional issues discussed above in I.1, I.2, and I.3, the State cannot ensure that all teachers hired by LEAs after the first day of the 2002-03 school year to teach in Title I programs were highly qualified at the time of hire.

Montana Plan to Implement the Required Action for Critical Element I.4

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. These steps will be taken for all teachers, including teachers previously hired to teach in the Title I program.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT I.7

Critical Element I.7: The SEA ensures that all schools that receive Title I funds notify parents when their children are taught by teachers who are not highly qualified.

Finding: Because of the definitional issues discussed above in I.1, I.2, and I.3, the State cannot ensure that schools that receive Title I funds are notifying parents when their children are not taught by highly qualified teachers.

Montana Plan to Implement the Required Action for Critical Element I.7

Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. Guidance provided to school districts in November 2008, as referenced above, will expressly remind districts of their obligation to notify parents when their children are taught by teachers who are not HQ.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT II.A.1.

Critical Element II.A.1: The SEA reports annually to the Secretary in the Consolidated State Performance Report (CSPR) the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high- and low-poverty schools.

Finding: Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, the HQT data included in the CSPR are incorrect.

Required Action: Assessing the HQ status of all teachers who teach core subject classes in the aggregate and in high- and low-poverty schools.

Montana Plan to Implement the Required Action Critical Element II.A.1
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. By February 2009, districts will be required to report accurate data on the number and percentage of classes taught by highly qualified teachers, in the aggregate and in high- and low-poverty schools, using the corrected definitions.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT II.B.1.

Critical Element II.B.1: The SEA has published an annual report card with the required teacher information.

Finding: Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, the HQT data included in the State Report Card are incorrect.

Montana Plan to Implement the Required Action for Critical Element II.B.1
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The Montana State Report Card HQT data will be corrected as soon as these steps are taken.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.A.1.

Critical Element III.A.1: The SEA ensures that each LEA that has not met annual measurable objectives for highly qualified teachers for two consecutive years has an improvement plan in place and that the SEA has provided technical assistance to the LEA in formulating the plan.

Finding: Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, it cannot accurately determine whether each LEA has met annual measurable goals for highly qualified teachers for two consecutive years. Therefore, the State cannot meet the requirements for §2141(a) and §2141(b).

Montana Plan to Implement the Required Action for Critical Element III.A.1
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The November 2008 guidance to school districts referenced above will expressly address this requirement.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.A.2.

Critical Element III.A.2: The SEA enters into an agreement on the use of funds with any LEA that has not made progress toward meeting its annual measurable objectives in meeting the highly qualified teacher challenge for three consecutive years and has also failed to make AYP for three years.

Finding: Because the State is out of compliance on the definition of highly qualified teachers, including the exclusion of special education teachers from the HQT process, it cannot accurately determine whether each LEA has met annual measurable goals for highly qualified teachers for three consecutive years. Therefore, the State cannot meet the requirements for §2141(c).

Montana Plan to Implement the Required Action for Critical Element III.A.2
Separate steps to resolve findings I.1, I.2, and I.3 will resolve this finding as well. The SEA will enter into an agreement on the use of funds with any LEA that has not made progress toward meeting the 100 percent annual measurable objective in meeting the ESEA HQT requirements for all teachers for three consecutive years.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT III.B.1.

Critical Element III.B.1: The SEA has a plan in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers.

Recommendation 1: The State should officially update, on a regular basis, its plan to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. The State should ensure that it regularly updates its data on the distribution of teachers and its strategies to address any inequities that become evident.

Recommendation 2: The State should include in its monitoring procedures provisions to ensure that the equity plan assurances and the strategies that the LEAs have described in their plans are being carried out.

Montana Plan to Implement the Recommendations for III.B.1

Response to Recommendation 1: The SEA will officially update, on a regular basis, its plan to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified or out-of-field teachers. The State will ensure that it regularly updates its data on the distribution of teachers and its strategies to address any inequities that become evident.

Response to Recommendation 2: The SEA will include in its overall monitoring for ESEA Title I, Part A and ESEA Title II, Part A, procedures to ensure that the equity plan assurances and the strategies that the LEAs have agreed to are being carried out.

MONTANA PLAN AND TIMELINE TO ADDRESS CRITICAL ELEMENT IV.B.4.

Critical Element IV.B.4: The SEA regularly and systematically monitors LEAs for compliance with Federal statutes and regulations, applicable State rules and policies and the approved sub-grantee application as required by *EDGAR* §76.770 and §80.40(a).

Recommendation: The State is in the process of developing a new system for monitoring LEAs for compliance with Federal statutes, including Title II, Part A. It is recommended that the State continue working with other program offices such as Title I to develop a comprehensive monitoring system that includes a plan and schedule for regular site visits and desk monitoring of all LEAs. In addition, the plan should consider random monitoring of a certain number of LEAs and regular monitoring of LEAs that receive large amounts of Title II, Part A funding and/or have persistent issues with hiring highly qualified teachers.

Montana Plan to Implement the Recommendation for IV.B.4

Response to Recommendation: ESEA Title I, Part A, ESEA Title II, Part A, and other SEA staff are continuing to work together to finalize a risk-based comprehensive monitoring system that includes a plan and schedule for desk monitoring to identify higher risk LEAs for on-site monitoring. The SEA staff are currently reviewing monitoring documents and approaches from several other states as well as considering how the federal monitoring documents might form the basis of the system. The monitoring will begin with desk audits of selected items in the fall of the 2008-2009 school year. Districts determined to be at high risk will be scheduled for on-site visits and follow-up.



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Elementary (K-8) Level
 NCLB HQT Survey and Status Report for
 Teachers Assigned to Teach at the
 Elementary (K-8) Level
 School Year 2008-09

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

This form must be kept in the district records. Do not send this form to the OPI.

Instructions

1. Elementary Licensed teachers: Complete Section A, Section B.1 and Section D
2. Secondary Licensed teachers who teach in the middle grades (5-8):
Complete Section A, Section B.2, Section C, Section D
3. Complete Section D indicating your status regarding the HQT requirements
4. Return the completed form to the building Principal

Teachers with a Class 5-Alternative License or teachers with a Secondary License who teach in grades K-4 must complete the HOUSSE procedures to determine HQ status.

Definition

Sole provider of elementary curriculum at the elementary level means a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8. If a special education teacher is the sole instructor to any elementary student for 60% or more of the school day, the teacher is considered to be the "sole provider" of elementary curriculum.

A. Assigned Teaching Position

I am a (check all that apply):

- General Education Teacher Special Education Teacher Title I Teacher

Please complete the appropriate section below for each teaching assignment checked.

B.1 Teachers with an Elementary (K-8) (Class 1 or 2) License:

Are you an elementary (K-8) general education, special education, or Title I teacher who teaches only K-8 students? Yes No

If the answer to above item is Yes, then you meet the HQT requirements. If you answer No to the above item then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

B.2 Teachers with a Secondary (5-12) License Teaching in the Middle Grades (5-8):

I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):

- English Reading or Language Arts Mathematics Science Foreign Languages
 Civics and Government Economics Arts History Geography
 None of the Above

teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)

C. Please complete the following items for each subject checked above.

Are you a secondary (5-12) licensed teacher with a major in the core academic subject that you are assigned to teach at the middle grades (5-8) level? Yes No N/A

Are you a secondary (5-12) teacher with a special education endorsement providing special education services at the elementary (K-8) level and you are **not** the sole provider of elementary curriculum for any student? Yes No N/A

If the answer to either item above is Yes, then you meet the HQT requirements. If you answer No or N/A to both the above items then you must complete the High Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status.

I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]
(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject.)

- English Reading or Language Arts Mathematics Science Foreign Languages
 Civics and Government Economics Arts History Geography

D. HQT Status for Classes Taught

For elementary (K-8) teachers, teaching the elementary curriculum for the entire day is considered one class. middle grade teachers (5-8), regardless of the number of subjects taught, the entire day is considered one class.

Based upon the results of the HQT Survey and HOUSSE Form (if needed):

I meet the HQT requirements.

OR;

I do not meet the HQT requirements.

Signatures

Teacher

Administrator

Date Hired: M __ D __ Y ____

For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at www.opi.mt.us/Accred/Index/html then click FAQ for HQT.



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Secondary (9-12) Level
 NCLB HQT Survey and Status Report for
 Teachers Assigned to Teach at the
 Secondary (9-12) Level
 School Year 2008-09

Teacher Name

School

This report provides the federally required data on classes taught by teachers who meet the requirements as a Highly Qualified Teacher (HQT) under the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA). This report is designed to facilitate the collection of data at the district level and should not be returned to the OPI.

This form must be kept in the district records. Do not send this form to the OPI.

Instructions

1. Indicate your teaching assignment in Section A.
2. Check all core academic subjects in Section B for which you are the sole provider of content based upon the definition below.
3. Complete the items in Section C for each teaching assignment and subject checked in sections A and B. If needed, complete the HOUSSE form and attach it to this survey.)
4. Complete Section D indicating your status regarding the HQT requirements.
5. Return the completed form to the building Principal.

Definition

Sole provider of core academic content of a secondary level class means a teacher who is teaching a secondary level core academic class(s) without input from another teacher who meets the federal HQ requirements in that core academic subject. "Secondary level core academic class(s)" means any setting in which organized instruction of core academic content is provided to one or more students who are receiving credit for the class toward graduation.

A. Assigned Teaching Position

I am a (check all that apply):

- General Education Teacher Special Education Teacher Title I Teacher

B. I am the sole provider of content in the following Core Academic Subject(s) as defined by NCLB (check all that apply):

- English Reading or Language Arts Mathematics Science Foreign Languages
- Civics and Government Economics Arts History Geography
- None of the Above

(If teachers are NOT the sole provider of core academic content in any core academic subject, they do not need to make a determination or report HQ status. Check "None of the Above" and return this form to the building Principal. These teachers have no NCLB requirements beyond Montana licensure.)

For additional information regarding NCLB requirements for "Highly Qualified Teacher" status, go to the OPI Web site at www.opi.mt.us/Accred/Index/html then click FAQ for HQT.

C. Complete the following items for each subject and teaching assignment checked above.

If you teach any subjects for which you cannot answer "yes" to the following items, then you must complete the HQT Objective Uniform State Standard of Evaluation (HOUSSE) form to determine your HQT status for those core academic subjects. If an item does not apply to you check N/A.

Are you a general education, special education, or Title I teacher with a major in **all** the core academic subjects for which you are the sole provider of core academic content? Yes No N/A

Are you a general education teacher with a degree in a core academic subject who teaches in a rural school as defined in the Small Rural Schools Act? (If yes, then you meet the requirements for HQT in all core academic subjects for three years from your date of hire.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html).
 Yes No N/A

Are you a special education teacher with a degree in Math, Science or Language Arts? (If yes, then you meet the requirements for HQT in all core subjects for two years from date of hire in an urban setting or for three years from date of hire in a rural setting as defined in the Small Rural Schools Act.) For information on SRSA see [www.opi.mt.gov /RuralEd/SRSA.html](http://www.opi.mt.gov/RuralEd/SRSA.html). Yes No N/A

Are you a licensed elementary (K-8) special education teacher who teaches **only** children with significant cognitive disabilities at the secondary (9-12) level? Yes No N/A

I must complete the HOUSSE for each of the following core academic subject(s): [Attach HOUSSE form(s)]
(The HOUSSE is only for use by teachers with one or more years experience teaching in a core academic subject)

- English Reading or Language Arts Mathematics Science Foreign Languages
 Civics and Government Economics Arts History Geography

D. HQT Status for Classes Taught

General Education Teachers: For general education secondary (9-12) teachers, a class is defined as a period of the day in which you are providing instruction. For example, if you teach three periods of Math and two periods of Science you would be teaching five classes.

Special Education/Title I Teachers: For special education/Title I teachers, a class is defined as a subject for which you are the sole provider of academic content regardless of how many periods it is taught. For example, a secondary special education teacher who is the sole provider of academic content for a group of students (one or more per subject) in Math and English and works in collaboration with other teachers for the remainder of the day would indicate that they teach two classes (Math and English).

I teach ___ classes per day and I meet the HQT requirements for all subject areas for which I am the sole provider of core academic content.

OR;

I do not meet the HQT requirements in the following core academic subjects (based upon the results of this survey and the HOUSSE procedures):

- English Reading or Language Arts Mathematics Science Foreign Languages
 Civics and Government Economics Arts History Geography

This represents ___ of ___ classes that I teach.

Signatures

Teacher

Administrator

Date Hired: M ___ D ___ Y ____



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HOUSSE
NCLB High Objective Uniform State
Standard of Evaluation Form
School Year 2008-09

**For Use Only By Teachers With One or More Years of Experience Teaching In
 A Core Academic Subject.**

Teacher Name

School

This form must be kept in the district records. Do not send this form to the OPI.

Instructions

1. Indicate for which core academic subject this form is being completed. Complete a separate form for each core academic subject.
2. Review the items below. Place a checkmark in the box next to each item that is applicable to the core academic subject for which you are completing this form.
3. Record the total points for the checked items.
4. Attach this form to the HQT Survey and Status Report

This HOUSSE form is for the following core academic subject: (one per form)

- English
 Reading or Language Arts
 Mathematics
 Science
 Foreign Languages
 Civics and Government
 Economics
 Arts
 History
 Geography

Minor in the specific core academic subject in which you are teaching

60 points

Two years of successful teaching experience in the core academic subject determined by the awarding of a third teacher contract

40 points

Taught this core academic subject for at least one school year in collaboration/consultation with another teacher(s) who is HQ for this subject.

40 points

A 3.0 or higher average GPA in the undergraduate teacher preparation program for coursework directly related to this subject.

40 points

Performs teacher mentoring as a district designated mentor teacher, or, develops curricula in the core academic subject, or, offers professional development in the core academic subject.

20 points

Assessment by a cooperating teacher and a university supervisor of content knowledge as demonstrated during student teaching

20 points

Since employment, completion of no less than three undergraduate or graduate level credits, maintaining at least a 3.0 GPA, in the core academic subject taught

20 points

Since employment, completion of no less than 60 renewal units in the core academic subject.

20 points

A minimum of 100 points are required to meet Montana's definition of a "Highly Qualified Teacher."

_____ Total Points

Meeting Montana's High Objective Uniform State Standard of Evaluation (HOUSSE) does NOT automatically add an endorsement (teaching field) to a license. Teachers must meet the state requirements for an endorsement to be added. For more licensure information, refer to <http://www.opi.mt.gov/cert>.

NCLB HQT District Status Report

Instructions for Completing the HQT District Status Report

1. Collect the HQT Survey and Status Report results for each school in the district.
2. From the HQT Survey and Status Reports for each school in the district, total the number of core academic subject classes taught in the school by general education staff and special education/Title I staff based upon the definitions below.

For general education staff:

At the elementary (K-8) level, teaching the elementary curriculum for the entire day is considered one class.

For middle grade teachers (5-8), regardless of the number of subjects taught, the entire day is considered one class.

For secondary (9-12) teachers, a class is defined as a period of the day in which you are providing instruction. For example, if you teach three periods of Math and two periods of Science you would be teaching five classes.

For special education/Title I staff:

At the elementary (K-8) level, teaching the elementary curriculum for the entire day is considered one class.

For middle grade teachers (5-8), regardless of the number of subjects taught, the entire day is considered one class.

For secondary (9-12) teachers, a class is defined as a subject for which you are the sole provider of academic content regardless of how many periods it is taught. For example, a secondary special education teacher who is the sole provider of academic content for a group of students (one or more per subject) in Math and English and works in collaboration with other teachers for the remainder of the day would indicate that they teach two classes (Math and English).

3. On the HQT Status Summary, list (by school) the number of core academic subject classes taught and the number of those classes taught by teachers who meet the HQT requirements for both general education staff and special education staff.
4. Total each column at the bottom.
5. The district Authorized Representative signs and dates the form attesting to the accuracy of the data and returns the form to the Office of Public Instruction no later than January 20, 2009, at the address below:

Office of Public Instruction
ATTN: Donna Waters
Accreditation Division
PO Box 202501
Helena, MT 59620-2501

**Meeting Montana's definition for
"Highly Qualified Teachers"
Frequently Asked Questions (FAQ) October 2006
Modified December 2008**

This document contains general questions and answers directly related to the requirements for "Highly Qualified Teachers" as defined by the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the No Child Left Behind Act of 2001, Sections 1119 and 9101(11 and 23). The answers are based on the most recent information available as of September 2008. For specific information about Montana teacher licensure and endorsement requirements please contact the Montana Educator Licensure Unit at the Office of Public Instruction Web site at www.opi.mt.gov/cert or by telephone at (406) 4443150.

1. What does the term "Highly Qualified Teacher" mean?

"Highly Qualified Teacher" is a term defined in the federal No Child Left Behind Act of 2001 (NCLB) and focuses on three characteristics: 1) possession of a bachelor's degree; 2) holds a teaching license (some exceptions apply); and 3) has demonstrated content knowledge in each subject taught.

Under the NCLB, the U.S. Department of Education (USED) requires each state to define a "Highly Qualified Teacher" based on statute and guidelines developed by USED. USED requires states to file a definition of a "Highly Qualified Teacher," accompanied by data to demonstrate that each teacher meets the state's approved definition of a "Highly Qualified Teacher."

2. What is Montana's definition of a "Highly Qualified Teacher"?

Montana teachers who hold a Montana license and are teaching in their endorsed subjects, in most instances, meet Montana's definition of a "Highly Qualified Teacher." The requirement that teachers be "Highly Qualified" applies to all public elementary and secondary school teachers who teach a "core academic subject class" and are employed by Montana school districts. Specific instances for which exceptions do apply include: secondary teachers teaching "core academic subjects" with a minor (questions 5 and 6), teachers teaching in the middle grades 5-8 (question 8), elementary teachers teaching under a Class 5 Alternative License (question 9), and special education teachers teaching core academic subject classes (questions 15-19).

The term "core academic subjects," as defined by NCLB, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.



3. If I hold an active Montana teaching license effective prior to July 1, 2006, do I meet Montana's definition of a "Highly Qualified Teacher"?

If you hold an active Montana teaching license effective prior to July 1, 2006, and are teaching in your endorsed area(s), in most instances, you meet Montana's definition of a "Highly Qualified Teacher."

4. I will complete a Montana educator preparation program on or after July 1, 2006, and plan to seek a Montana license. Will I meet Montana's definition of a "Highly Qualified Teacher"?

Elementary Teachers New to the Profession* If, as an elementary teacher new to the profession and licensed effective on or after July 1, 2006, you:

- hold at least a bachelor's degree from a regionally accredited college or university; and
- complete a Montana Board of Public Education accredited professional educator preparation program;
- earn a minimum combined score of 8 based on a multi-dimensional content test* embedded in the educator preparation program as a condition for recommending new teachers for licensure;
- obtain a Montana license (recommendation for licensure and endorsement by an accredited professional educator preparation program), and
- teach in your licensed and endorsed subject area.

Then, you meet Montana's definition of "Highly Qualified Teacher."

**The test includes:*

- 1) *grade-point average on at least 30 hours of postsecondary content course work;*
- 2) *performance-based assessments of content knowledge and skills conducted by a cooperating teacher and university supervisor; and*
- 3) *performance on the Praxis II Elementary content knowledge test.*

Secondary Teachers New to the Profession* If, as a secondary teacher new to the profession and licensed effective on or after July 1, 2009, you:

- hold at least a bachelor's degree from a regionally accredited college or university; and
- complete a Montana Board of Public Education accredited professional educator preparation program with a major in an endorsable subject, or the equivalent to a major, or
- earn a minimum combined score of 8 based on a multi-dimensional content test* embedded in the educator preparation program as a condition for recommendation for licensure; and
- obtain a Montana license and endorsement based on the above criteria, and
- teach in the endorsed subject area.



Then, you meet Montana's definition of a "Highly Qualified Teacher."

**The test includes:*

- 1) *grade-point average on at least 30 hours of postsecondary content course work related to subject major, and*
- 2) *performance-based assessments of content knowledge and skills conducted by a cooperating teacher and university supervisor; and*
- 3) *Completion of a major or its equivalent or performance on the Praxis II specific content knowledge test.*

****A teacher new to the profession means a teacher teaching in a core academic subject or elementary curriculum with less than a year of experience.***

5. Will I meet Montana's definition of a "Highly Qualified Teacher" if I complete an approved teaching minor in a "core academic subject"?

No, a minor in a core academic subject is not sufficient by itself to allow the teacher to meet the NCLB HQ teacher requirements to teach a core academic subject class. However, **If**, you are recommended by an accredited professional educator preparation program for secondary licensure (Grades 5-12) and endorsement in a "core academic subject" based on completion of an approved teaching minor, and, you verify coursework equivalent to a major in that core academic subject **or** take the Praxis II specific content knowledge test; **Then** you meet Montana's definition of a "Highly Qualified Teacher."

6. As an experienced teacher, do I meet Montana's definition of a "Highly Qualified Teacher" if I have a minor in a "core academic subject"?

No, a minor in a core academic subject is not sufficient by itself to allow the teacher to meet the NCLB HQ teacher requirements to teach a core academic subject class.

However, **If**, you are an experienced* teacher and

- hold an active Montana secondary license (Grades 5-12) and are endorsed in an academic major, and
- hold a minor in the endorsed "core academic subject" you are teaching, and
- satisfy the definition of a "Highly Qualified Teacher" by completing the Montana High Objective Uniform State Standard of Evaluation (HOUSSE), **Then**, you meet Montana's definition of a "Highly Qualified Teacher."

****Experienced" means a teacher with one or more years of teaching in a "core academic subject.***

7. If I hold an active Montana elementary license and teach the elementary curriculum in a middle grade (5-8) do I meet Montana's definition of a "Highly Qualified Teacher"?

Yes. A middle grades teacher who holds an active Montana elementary teaching license (K-8) and teaches the elementary curriculum to a specific grade (5-8) in an accredited elementary school (K-8) meets Montana's definition of a "Highly Qualified Teacher."

8. If I hold an active Montana secondary license (Grades 5-12) and teach a core academic subject in an accredited middle school (Grades 5-8), do I meet Montana's definition of a "Highly Qualified Teacher"?

Yes, if you have a major in the core academic subject you teach in an accredited departmentalized middle school (Grades 5-8) and an active Montana secondary license (Grades 5-12). If you do not have a major in the subject taught, you must complete the HOUSSE procedures to determine HQ status for that subject.

9. If I hold an active Montana Class 5 Alternative License and teach at the elementary level (K-8), do I meet Montana's definition of a "Highly Qualified Teacher"?

No. A teacher with a Class 5 Alternative License teaching at the elementary level (K-8) must complete the HOUSSE to determine HQ status. A Class 5 Alternative License is not sufficient to allow a teacher to teach the elementary curriculum to one or more elementary students (K-8) without meeting the content knowledge verification requirement of NCLB. See question 4 for specifics "Elementary Teacher New to the Profession".

10. What responsibility does my school district have in meeting Montana's definition of a "Highly Qualified Teacher"?

The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act Title I, Part A SEC. 1111

11. If I meet another state's approved definition of a "Highly Qualified Teacher," do I automatically meet Montana's definition of a "Highly Qualified Teacher"?

No. Teachers who meet another state's approved definition of a "Highly Qualified Teacher" also meet Montana's definition of a "Highly Qualified Teacher," provided they also meet Montana's licensure requirements. For more information, contact the Montana Educator Licensure Unit of the Office of Public Instruction on the OPI Web site at www.opi.mt.gov/cert or by telephone at (406) 444-3150.

12. If I meet Montana's definition of a "Highly Qualified Teacher," what do I need to become "Highly Qualified" in another state?

Contact the specific state education agency for "Highly Qualified Teacher" requirements of that state.

13. If my active Montana educator license includes an endorsement in Broadfield Social Studies, do I meet Montana's definition of a "Highly Qualified Teacher"?

Yes. Teachers, with a Broadfield Social Studies endorsement meet Montana's definition of a "Highly Qualified Teacher," with regard to teaching social studies and, based on preparation in course content in the social studies discipline areas including history, civics and government, geography and economics.

14. If my active Montana educator license includes an endorsement in Broadfield Science, do I meet Montana's definition of a "Highly Qualified Teacher"?

Yes. Teachers, with a Broadfield Science endorsement meet Montana's definition of a "Highly Qualified Teacher," in Science. Science is considered a core academic subject according to the NCLB Title IX Section 1901 (11).

15. What are the general requirements to meet Montana's definition of a "Highly Qualified Teacher" for special education teachers hired after July 1, 2006?

Teachers at the elementary school level (PK-8) If a special education teacher is the sole instructor to any elementary student for 60% or more of the schools day, the teacher is considered to be the sole provider of elementary curriculum and must meet the NCLB HQ requirements for the Elementary Level.

Teachers at the secondary school level (Grades 5-12) teaching core academic subject classes If a special education teacher is the sole instructor of a core academic subject class without input from another teacher who meets the Federal HQ requirements in that core academic subject, the teacher must meet the HQ requirements of NCLB. These special education teachers who teach core academic subjects must meet the content knowledge requirements that apply to other teachers of core academic subjects.

16. I hold a Montana K-8 license endorsed in Special Education and I exclusively teach children with disabilities. Do I meet Montana's definition of a "highly qualified teacher" to teach multi-subjects K-12?

It depends.

Yes. A teacher who holds an active elementary license endorsed in PK-12 special education and teaching at the elementary level (PK-8) meets the HQ NCLB requirements.

Teachers at the elementary school level (PK-8) If a special education teacher is the sole instructor to any elementary student for 60% or more of the schools day, the teacher is considered to be the sole provider of elementary curriculum and must meet the NCLB HQ requirements for the Elementary Level.

No. A teacher who holds an active elementary license endorsed in PK-12 special education and teaching core academic subjects at the secondary level (9-12) must complete the HOUSSE to determine HQ status.

Teachers at the secondary school level (Grades 5-12) teaching core academic subject classes If a special education teacher is the sole instructor of a core academic subject class without input from another teacher who meets the Federal HQ requirements in that core academic subject, the teacher must meet the HQ requirements of NCLB. These special education teachers who teach core academic subjects must meet the content knowledge requirements that apply to other teachers of core academic subjects.

17. As a special education teacher, I will not be teaching core academic subjects, but instead, I will exclusively provide consultation or collaborative services with general education teachers who meet Montana's definition of a "Highly Qualified



Teacher." Do I meet Montana's definition of a "Highly Qualified Teacher"?

If you are not the sole provider of any core academic subject or you are not the sole instructor to any elementary student for 60% or more of the school day, you do not need to make a determination of HQ status.

18. As a special education teacher, I teach "core academic subjects" to students with significant cognitive disabilities who qualify for taking the Criterion-Reference Test-Alternate (CRT-Alt). Do I meet Montana's definition of a "Highly Qualified Teacher"?

You meet the NCLB HQT requirements in this situation if you:

- hold an active Montana Elementary License (K-8);
- hold a special education PK-12 endorsement;
- are the sole provider of instruction for students with significant disabilities who take the CRT-Alt and none of these children receive instruction above the elementary level; and
- only teach students with significant cognitive disabilities.

19. I hold a Montana 5-12 license endorsed in a core academic subject and PK-12 Special Education and I am a teacher new to the profession. I teach multiple "core academic subjects" exclusively to children with disabilities. Do I meet Montana's definition for "Highly Qualified Teachers" to teach "core academic subjects" to secondary students with disabilities?

A secondary level (9-12) special education teacher who is new to the profession and teaches multiple "core academic subjects" exclusively to secondary students with disabilities meets Montana's definition of a "Highly Qualified Teacher" if he/she holds an active Montana secondary teaching license endorsed in Special Education and is endorsed with a major or its equivalent, in any core academic subject class the teacher is assigned to teach.

The new federal regulations effective October 13, 2006, implementing the Individuals with Disabilities Education Information Act of 2004 (IDEA) provide guidance to states' HQT requirements for multi-subject special education teachers. Following a review of the new regulations, the OPI has established a High Objective Uniform State Standard of Evaluation (HOUSSE) for Special Education teachers consistent with federal regulatory



guidance. To maintain "Highly Qualified Teacher" status special education teachers are required to complete the HOUSSE within two years. Teachers working in a rural district who qualify under the Small Rural School Achievement Program (SRSA, Title VI, and NCLB) must complete the HOUSSE within three years. See the Montana HOUSSE.

Modified December 2008

NCLB HQT Data Collection Manual Glossary for the 2008-09 School Year

Arts mean visual arts. This definition applies only to the NCLB HQT data collection.

Consultative and Collaborative Teaching means a special education and ESEA Title I teacher working with regular classroom teachers to support, adapt, modify, and differentiate regular classroom instruction in core academic subject classes and elementary curriculum to better meet the learning needs of students receiving special education and ESEA Title I services.

Core Academic Subjects, as defined by NCLB, means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

Elementary Curriculum means reading, writing, mathematics, and other areas of the basic elementary school curriculum.

Elementary Licensure means the licensed teacher is qualified to teach the elementary curriculum for grades K-8.

ESEA means the United State's federal statute of the *Elementary and Secondary Education Act* signed into law in 1965 by President Lyndon B. Johnson (D). ESEA was the first comprehensive legislation to provide federal funds for primary and secondary education in the United States. The legislation authorized funds for educators' professional development, instructional materials, resources to support educational programs, and parental involvement promotion. Title I of ESEA provided federal assistance to schools and school districts with a high percentage of students from low-income families. The act has been reauthorized every five years since the Johnson administration. ESEA has had two significant amendments: Improving America's Schools Act (1994) and No Child Left Behind (2002).

Experienced Teacher means a teacher with one or more years of teaching in a "core academic subject."

Highly Qualified defined in the federal No Child Left Behind (NCLB) Act of 2001 that any teacher teaching in a public elementary school or secondary school must meet these three characteristics: 1) possession of a bachelor's degree; 2) holds a teaching license (some exceptions apply); and 3) has demonstrated content knowledge in each subject taught.

HOUSSE means High Objective Uniform State Standard of Evaluation process requiring public school administrators review credentials of elementary and high school public school teachers who are not new to the profession. Those teachers who do not meet the ESEA requirements for HQ must fulfill the HOUSSE process.



NCLB means the ESEA Reauthorized as the No Child Left Behind (NCLB) Act of 2001 (Public Law 107-110). The NCLB Act signed on January 8, 2002, reauthorizing several federal programs aimed at improving the performance of students in nation's public elementary schools

and secondary schools. NCLB developed standards of accountability for states and school districts to measure student progress in reading and mathematics.

Replacement Class means a core academic subject that is taught by a special education or ESEA Title I teacher as the sole provider of that core academic subject class.

Secondary Class means any setting in which organized instruction of core academic content is provided to one or more students for a given period of time and for which students in grades 9-12 are receiving credit toward graduation. The student receives core academic content instruction from the sole provider of that core academic subject class.

Secondary Licensure means the licensed teacher is qualified to teach grades 5-12 in his/her endorsed area(s).

Sole provider of elementary curriculum at the elementary level means a teacher who is the exclusive instructional decision maker for student(s) in grades PK-8. If a special education teacher is the sole instructor to any elementary student for 60% or more of the school day, the teacher is considered to be the "sole provider" of elementary curriculum for that student.

Sole provider of core academic content of a secondary level class means a teacher who is teaching a secondary level core academic class(s) without input from another teacher.

Secondary level core academic class(s) means any setting in which organized instruction of core academic content is provided by a teacher who meets the federal definition requirements for HQ to one or more students throughout the day who are receiving credit for the class toward graduation.

Supplementary Teaching means a special education or ESEA Title I teacher who is not the sole provider of instruction in core academic subject classes or of the elementary curriculum.

SRSA means Small, Rural School Achievement Program. The purpose of this program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements. Eligibility is restricted by statute. Awards are issued annually directly to eligible LEAs on a formula basis. <http://www.opi.mt.gov/RuralEd/Index.html>

Teacher New to the Profession means a teacher teaching in a core academic subject with less than one year of experience.

PUBLIC LAW 107-110 – Jan. 8, 2002

The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act

Title I, Part A

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

(a) **TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-**

(1) **IN GENERAL-** Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) **STATE PLAN-** As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) **LOCAL PLAN-** As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

PUBLIC LAW 107-110 – Jan. 8, 2002

The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act

Title IX, Part A

SEC. 9101. DEFINITIONS.

- (23) HIGHLY QUALIFIED- The term highly qualified' —
- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
 - (B) when used with respect to —
 - (i) an elementary school teacher who is new to the profession, means that the teacher —
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an

undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

Regulation regarding Highly Qualified from the Individuals with Disabilities Education Act

300.18 Highly qualified special education teachers

(a) Requirements for special education teachers teaching core academic subjects. For any public elementary or secondary school special education teacher teaching core academic subjects, the term highly qualified has the meaning given the term in section 9101 of the ESEA and 34 CFR 200.56, except that the requirements for highly qualified also--

- (1) Include the requirements described in paragraph (b) of this section; and
- (2) Include the option for teachers to meet the requirements of section 9101 of the ESEA by meeting the requirements of paragraphs (c) and (d) of this section.

(b) Requirements for special education teachers in general.

(1) When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that--

- (i) The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;
- (ii) The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- (iii) The teacher holds at least a bachelor's degree.

(2) A teacher will be considered to meet the standard in paragraph (b)(1)(i) of this section if that teacher is participating in an alternative route to special education certification program under which--

- (i) The teacher--
 - (A) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
 - (B) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
 - (C) Assumes functions as a teacher only for a specified period of time not to exceed three years; and
 - (D) Demonstrates satisfactory progress toward full certification as prescribed by the State; and
- (ii) The State ensures, through its certification and licensure process, that the provisions in paragraph (b)(2)(i) of this section are met.

(3) Any public elementary school or secondary school special education teacher teaching in a State, who is not teaching a core academic subject, is highly qualified if the teacher meets the requirements in paragraph (b)(1) or the requirements in (b)(1)(iii) and (b)(2) of this section.

(c) Requirements for special education teachers teaching to alternate achievement standards. When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards established under 34 CFR 200.1(d), highly qualified means the teacher, whether new or not new to the profession, may either--

- (1) Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56 for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
- (2) Meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher and have subject matter knowledge

appropriate to the level of instruction being provided and needed to effectively teach to those standards, as determined by the State.

(d) Requirements for special education teachers teaching multiple subjects. Subject to paragraph (e) of this section, when used with respect to a special education teacher who teaches two or more core academic subjects exclusively to children with disabilities, highly qualified means that the teacher may either--

(1) Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56(b) or (c);

(2) In the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under 34 CFR 200.56(c) which may include a single, high objective uniform State standard of evaluation (HOUSSE) covering multiple subjects; or

(3) In the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate, not later than two years after the date of employment, competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under 34 CFR 200.56(c), which may include a single HOUSSE covering multiple subjects.

(e) Separate HOUSSE standards for special education teachers. Provided that any adaptations of the State's HOUSSE would not establish a lower standard for the content knowledge requirements for special education teachers and meets all the requirements for a HOUSSE for regular education teachers--

(1) A State may develop a separate HOUSSE for special education teachers; and

(2) The standards described in paragraph (e)(1) of this section may include single HOUSSE evaluations that cover multiple subjects.

(f) Rule of construction. Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular SEA or LEA employee to be highly qualified, or to prevent a parent from filing a complaint under 300.151 through 300.153 about staff qualifications with the SEA as provided for under this part.

(g) Applicability of definition to ESEA; and clarification of new special education teacher.

(1) A teacher who is highly qualified under this section is considered highly qualified for purposes of the ESEA.

(2) For purposes of 300.18(d)(3), a fully certified regular education teacher who subsequently becomes fully certified or licensed as a special education teacher is a new special education teacher when first hired as a special education teacher.

(h) Private school teachers not covered. The requirements in this section do not apply to teachers hired by private elementary schools and secondary schools including private school teachers hired or contracted by LEAs to provide equitable services to parentally-placed private school children with disabilities under 300.138.

EXECUTIVE SUMMARY

DATE: JANUARY 2009

- PRESENTATION:** Class 8 Implementation Report
- PRESENTER:** Peter Donovan, Certification Standards and Practices Advisory Board
Linda Vrooman Peterson, Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) the dissemination plan and timeline for implementing Class 8 Dual Credit-Only Postsecondary Faculty License. On Wednesday, December 10, 2008, the Class 8 Implementation Advisory Committee, chaired by the Office of Public Instruction (OPI) Deputy Superintendent Bud Williams, approved this Class 8 implementation recommendation to the BPE.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The purpose of the Class 8 Implementation Advisory Committee included providing advice to the OPI on the process for implementing and administering the Class 8 Dual Credit-Only Postsecondary Faculty License; ensuring postsecondary instructors of dual-credit courses meet the provisions of Admin. R. Mont. 10.57.437, No Child Left Behind, and MCA 20-4-101 Teacher Certification; and providing Montana's K-12 students more opportunity to access dual-credit courses.
- RECOMMENDATION(S):** Information and discussion

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 (OPI)
- December 15, 2008 – The OPI e-mails the dissemination plan and timeline and Class 8 application and review process to the Montana Council of Deans of Education (MCDE)
- December 22, 2008 – The 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. The OPI Educator Licensure Unit begins accepting completed Parts A and B of the Class 8 application.
- Ongoing support provided to postsecondary faculty interested in applying for the Class 8 License
- December 22, 2008 – The completion of the development of the Class 8 application and review process announced through the OPI Official E-mail. 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, and parent organizations.
- January 9, 2009 – Presentation relating to the Class 8 Application and Review Process and Dissemination Plan and Timeline provided to the Board of Public Education
- January 15, 2009 – Presentation and orientation relating to the Class 8 Application and Review Process and Dissemination Plan and Timeline provided to the Certification Standards and Practices Advisory Council
- January TBA, 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 requirements
- January 26, 2009 – Technical assistance teams available for on-site delivery of information for secondary and postsecondary educators and Chief Academic Officers and K-12 Administrators relating to Class 8 Dual Credit-Only Postsecondary Faculty Licensure
- February 20, 2009 – Completed Class 8 applications due to the OPI, Educator Licensure
- March 10-11, 2009 – Review Panel reviews and makes recommendations for licensure to the OPI
- July 8, 2009 – Completed Class 8 applications due to the OPI, Educator Licensure
- July 22, 2009 – Review Panel reviews and makes recommendations for licensure to the OPI
- September 2009 – Postsecondary faculty teaching dual credit courses to Montana high school students are required to hold a Class 1, 2, 4, 5, or 8 License
- Ongoing – Gather data on Class 8 implementation and dual credit offerings, including on-site review of evidence; present findings to the Board of Public Education as part of the annual Accreditation Report



OFFICE OF PUBLIC INSTRUCTION

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HELENA MT 59620-2501
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(406) 444-3095

Linda McCulloch
Superintendent

Class 8 Dual Credit-Only Postsecondary Faculty License Application

Instructions specific to the Class 8 Dual Credit-Only Postsecondary Faculty License Application	
Applicant...	
Completes...	Part A: Page 3 (General Information) Page 4 (Employment Verification—university signature required) Part B: page 5 (Character and Fitness Questionnaire)
Completes...	A fingerprint-based background check by: <ul style="list-style-type: none"> • Ordering a fingerprint kit from www.opi.mt.gov/cert, proceeding to law enforcement or other official trained in fingerprinting; or • Printing the instructions from the Web site and taking that form to local law enforcement. Follow the directions on the Instruction Sheet.
Submits...	<ul style="list-style-type: none"> • Parts A and B of the application and \$36 application fee to OPI, Educator Licensure; and • Fingerprints to the Montana Department of Justice with \$29.25 fee.
Receives...	Notice from OPI that Parts A and B are complete.
Continues...	To Part C (pages 7, 8 and 9 of this application). Applicant submits documentation to their Chief Academic Officer (CAO) or their designee of meeting the competencies of: <ul style="list-style-type: none"> • Admin. R. Mont. 10.57.301 (Endorsement Eligibility) and • Admin. R. Mont. 10.58.501 (General Requirements for all Teachers).
CAO...	
Verifies...	The evidence submitted by the applicant, assuring adequate evidence is present to demonstrate eligibility for the Class 8 License.
Submits...	Pages 7, 8 and 9 to OPI, Educator Licensure.
OPI Licensure...	
Reviews...	The application for completeness (ensures Parts A, B and C are submitted and complete).
Submits...	Part C of the application to the Review Panel for evaluation.
Review Panel...	
Meets...	Twice per year (March and October)
Reviews...	Part C of all Class 8 applications
Recommends...	The applicant for Class 8 Licensure to the OPI. If the Review Panel cannot recommend the applicant for licensure, OPI will formally deny the application for licensure, giving the applicant the right to appeal to the Board of Public Education.
OPI Licensure...	
Issues...	License as recommended by the Review Panel. Applicant will receive license or denial via mail.
NOTE: This license is applicable ONLY to those college instructors teaching academic subjects to high school students. If you teach a vocational area such as welding or auto mechanics, you must apply for the Class 4 Career and Technical License.	

The Montana Superintendent of Public Instruction is responsible for issuing all teacher, administrator, and specialist licenses in the state of Montana. The Educator Licensure program at the superintendent's Office of Public Instruction is responsible for evaluating all applications for licensure. Montana law requires that all educators be properly licensed and endorsed to deliver course work to Montana's K-12 students. If you have not been licensed in Montana, you must complete this application material.

Montana law also requires that any applicant for initial licensure, any person seeking emergency authorization of employment or any applicant seeking to reinstate a lapsed, revoked or suspended license must submit information and material for a fingerprint-based national criminal history background check. The application for that background check is a separate packet of documents.

For more information, contact Educator Licensure, (406) 444-3150 or cert@mt.gov
Educator Licensure Program
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501.

Professional Educators of Montana Code of Ethics

Adopted by the Certification Standards and Practices Advisory Council of the Montana Board of Public Education on October 30, 1997.

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education.

Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions.

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- Respects the individual roles, rights, and responsibilities of the community including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.



Linda McCulloch,
 Superintendent
 Montana Office of Public
 Instruction
 PO Box 202501
 Helena, Montana 59620-2501
 www.opi.mt.gov
 ATTN: Educator Licensure

Part A: Class 8 Dual Credit-Only Postsecondary License Application

SECTION I: Educator Information

Last Name		First Name		Middle Name	
Name as you wish it to appear on your license			E-mail address		
Mailing Address (Street, RFD, PO Box)			City	State	ZIP Code
Folio ID (to be assigned)	Social Security No.	Date of Birth	Home or Cell Phone	Work Phone	

Specify the school year for which this license is being requested: 20____ - 20____

SECTION II: Fee

I am enclosing a check or money order for \$36. (\$6. initial filing fee plus \$30 for the five-year license).

SECTION III: (for statistical use only)

Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Ethnicity: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian American <input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Black or African American <input type="checkbox"/> White, Non-Hispanic <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Other (specify) _____
---	---	--

SECTION IV: Signature (must be notarized)

State of _____

County of _____

Oath:

You must subscribe to the following oath or affirmation before a notary public or other officer authorized by law to administer oaths.

(MCA §20-4-104.) "I solemnly swear (or affirm) that I will support The Constitution of the United States of America and The Constitution of the State of Montana."

Declaration:

- I hereby declare under penalty of perjury the information included in or with my application is true, correct, and complete to the best of my knowledge. In signing this application, I am aware that a false statement of material fact, misrepresentations, or omissions of material fact in or with this application may lead to the denial, revocation or suspension of the license(s) I am seeking.
- I acknowledge that I have read the **Professional Educators of Montana Code of Ethics**.

Signature of Applicant _____

Subscribed and sworn before me

Signature of Notary Public _____ this _____ day of

Notary Seal

_____ (month/year).

My Commission Expires _____

Part A: Verification of Employment Eligibility

Applicant

Last Name	First Name	Middle Name
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Verification Statement

I hereby verify that _____ is on the faculty of _____ (college or university) pursuant to Admin. R. Mont. 10.57.437 (3) (a) and (b) and is applying to teach courses for which students will receive both high school and college credit(s) pursuant to Admin. R. Mont. 10.57.437 (2) and meets the definition of "college faculty" in Admin. R. Mont. 10.57.102 (10) cited below.

Name of College or University		
Signature of Chief Academic Officer or their designated representative		Date
Printed name of Chief Academic Officer or their designee		
Title of Chief Academic Officer or their designee		

10.57.102 DEFINITIONS

- (10) "Dual credit-only postsecondary faculty" means:
- (a) Qualified faculty employed by a regionally accredited postsecondary institution who:
 - (i) meet all qualifications for faculty set forth by the Montana Board of Regents or the regional accreditation organization, and the employing institution; and
 - (ii) have entered into a contractual employment relationship with the employing institution to assume formal teaching responsibilities for the course offered for dual credit.
 - (b) The regionally accredited postsecondary institution shall have hired the applicant through a process that includes all of the following:
 - (i) reference checks;
 - (ii) verification of the educational attainment level and experience appropriate and required for the discipline and the institution; and
 - (iii) compliance with the prevailing institution, system, and state policies, regulations, and laws.
 - (c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit-only postsecondary faculty pursuant to [NEW RULE I] is limited to teaching dual credit courses in their endorsed area to Montana high school students.

10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE

- (1) A faculty member of a postsecondary institution is required to hold a Class 8 dual credit license, unless already licensed Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a course for which one or more students will earn both high school and college credit.
- (2) The license is valid for five years:
 - (a) as long as the license holder is a faculty member of a regionally accredited postsecondary institution;
 - (b) only for the delivery of courses that fall within an endorsable major or minor, or the equivalent, held by the faculty member; and
 - (c) only when teaching dual credit courses within the role and scope of their duties assigned by the employing secondary institution.
- (3) To obtain a Class 8 dual credit-only postsecondary faculty license, an applicant shall provide the following:
 - (a) Verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited postsecondary institution that the Class 8 licensure applicant meets the definition in ARM 10.57.102(10) in their role of teaching a dual credit course at a regionally accredited postsecondary institution; and
 - (b) Recommendation from the appropriate official from a Montana or NCATE accredited professional educator preparation program stating all of the following:
 - (i) Applicant has earned a major or minor or the equivalent in one of the endorsable teaching areas as set forth in ARM 10.57.301; and
 - (ii) Applicant is competent, pursuant to ARM 10.58.501, as demonstrated by the applicant's satisfaction of criteria set forth in a rubric developed and published by the Superintendent of Public Instruction in consultation with K-12 education and higher education; and
 - (c) Compliance with all other nonacademic requirements for licensure as required by MCA 20-4-104, ARM 10.57.201(4) and 10.57.201A.
- (4) A Class 8 dual credit-only postsecondary faculty license shall be renewed pursuant to the requirements of ARM 10.57.215.
- (5) A Class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited postsecondary institution.

Part B: Character and Fitness Information

Last Name _____	First Name _____	Middle Name _____
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	Yes	No
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Do you currently hold a Montana Educator License?

Do you currently hold or have ever held a professional certificate, license, or other credential in any other field(s)? You may attach additional sheets or copies of certificates, licenses or credentials (e.g., barber, real estate agent or architect). If yes, please provide the following (may attach a separate sheet):

State or Jurisdiction _____ Type of License _____ Certificate Number _____ Issue Date _____ Expiration Date _____

Answer each of the following questions by checking “Yes” or “No.” If the answer to any of the questions below is “Yes,” please attach a separate signed, dated, and detailed explanation of each event, including the date of the event and the circumstances surrounding the event. The questions apply to your experiences in Montana or in any other state or country.	Yes	No
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1. Have you ever had adverse action taken against any professional certificate, license, or other credential issued for practice in any field, including teaching, or is any such action pending?

Adverse action includes, but is not limited to, letter of warning, reprimand, denial, suspension, revocation, voluntary surrender, cancellation or failure to renew.

2. Have you ever resigned or been disciplined, discharged, or asked to resign or retire from a professional position or military service because of allegations of misconduct or is any such action pending?

The scope of this question includes being dismissed from any teaching, administrative or specialist position for failure or refusal to fulfill an employment contract or any other misconduct associated with the teaching profession.

3. Have you ever been convicted of a felony or misdemeanor crime in Montana or any other state or country or is any such action pending?

You may omit minor traffic violations, such as speeding tickets, but you must include DWIs, DUIs, reckless driving or similar violations. You must include cases in which you were found guilty, entered into a plea agreement, or entered a plea of “no contest” (or similar plea). We encourage you to be as inclusive as possible. If you are uncertain about whether to include a particular experience, contact OPI Legal Division at (406) 444-4402. If the answer to this question is “Yes” please include the court name and address and the case name and number if available. If you have copies of court documents, please provide copies with your statement regarding the circumstances.

Release of Information

I am seeking a Montana Educator License. I hereby expressly and voluntarily authorize the release of any and all information of a confidential or privileged nature, including confidential criminal justice information, to the Montana Office of Public Instruction and its agents. I understand and agree that such information may be necessary for the evaluation of my Educator Licensure Application. I release the Montana Office of Public Instruction and any agency, court, organization, company, institution, or person furnishing this information from any liability for damage that may result from any dissemination of the information requested. My signature below confirms this consent.

I hereby declare under penalty of perjury the information included in or with this supplement is true, correct, and complete to the best of my knowledge. In signing this application, I am aware that a false statement of material fact, misrepresentation, or omission of material fact in or with this application may lead to the denial, revocation or suspension of the license I am seeking.

Applicant Signature _____	Date _____
---------------------------	------------

For Office of Public Instruction Use Only

Fingerprint Background Check Complete _____ Investigation Complete _____

Application Approved _____ Date _____

Comments:

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Part C: Evidence of Eligibility for Licensure and Endorsement(s)

Last Name	First Name	Middle Name
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The following shall be acceptable evidence of adequate content (a major or the equivalent) in the subject area knowledge:

- Doctorate or terminal degree in the subject area
- Master's degree in the subject area
- Bachelor's degree in the subject area

Please outline, under each requirement, the evidence you are presenting for consideration by your Chief Academic Officer and the Review Panel. Accompanying documents should be clearly identified. Official transcripts are not required when the transcript is on file at your university. Photocopies of other documents may be acceptable, as determined by the members of the Review Panel.

Endorsement(s) From the following list, select endorsement area(s) for which you are applying:

<input type="checkbox"/> Agriculture <input type="checkbox"/> Art (K-12) <input type="checkbox"/> Biology <input type="checkbox"/> Business Education <input type="checkbox"/> Chemistry <input type="checkbox"/> Computer Science (K-12) <input type="checkbox"/> Dramatics <input type="checkbox"/> Earth Science <input type="checkbox"/> Economics <input type="checkbox"/> Economics—Sociology <input type="checkbox"/> English <input type="checkbox"/> English as a Second Language (K-12) <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> French (K-12)	<input type="checkbox"/> Geography <input type="checkbox"/> German (K-12) <input type="checkbox"/> Health <input type="checkbox"/> History <input type="checkbox"/> History—Political Science <input type="checkbox"/> Industrial Arts <input type="checkbox"/> Italian <input type="checkbox"/> Journalism <input type="checkbox"/> Latin (K-12) <input type="checkbox"/> Library (K-12) <input type="checkbox"/> Marketing <input type="checkbox"/> Mathematics <input type="checkbox"/> Music (K-12) <input type="checkbox"/> Physical Education & Health (K-12)	<input type="checkbox"/> Physical Science <input type="checkbox"/> Physics <input type="checkbox"/> Physics/Physical Science <input type="checkbox"/> Psychology <input type="checkbox"/> Political Science <input type="checkbox"/> Reading (K-12) <input type="checkbox"/> Russian (K-12) <input type="checkbox"/> Science (Broadfield) <input type="checkbox"/> Social Studies (Broadfield) <input type="checkbox"/> Sociology <input type="checkbox"/> Spanish (K-12) <input type="checkbox"/> Speech—Communication <input type="checkbox"/> Speech—Drama <input type="checkbox"/> Technology Education
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I submit the following as evidence of meeting or exceeding the requirements of ARM 10.57.301.

Select from the following:	University where earned	Date of award	Major	Course work Equivalent* to a Major
<input type="checkbox"/> Doctoral degree(s) in the subject area				
<input type="checkbox"/> Master's degree(s) in the subject area				
<input type="checkbox"/> Bachelor's degree(s) in the subject area				

**The Professional Educator Preparation Standards, Admin. R. Mont. Chapter 58, allow a Montana approved Professional Educator Preparation Unit to substitute course work or other evidence of subject matter competency in lieu of semester credits required under Chapter 57. If you are substituting course work for degrees or majors and minors, please include documentation from an Accredited Professional Educator Preparation Program that those courses meet requirements of Admin. R. Mont. 10.57.301 and the respective section of the Professional Educator Preparation Standards.*

Additional evidence submitted	
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Part C: Evidence of Eligibility for Licensure and Endorsement(s)

Last Name	First Name	Middle Name	
ARM 10.58.501, General Requirements for All Teachers <i>All Class 8 applicants. . .</i>	Applicant	Chief Academic Officer or Official Designee	
	I submit the following as evidence of meeting or exceeding the requirements of ARM 10.58.501:	Evidence Verified and Acceptable?	
		Yes	No (please explain)
(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;			
(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and creates learning experiences that make subject matter meaningful for students;			
(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;			
(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;			
(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;			
(f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;			
(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, an self-motivation;			
Continued on next page...			

Part C: Evidence of Eligibility for Licensure and Endorsement(s), Continued

ARM 10.58.501, General Requirements for All Teachers

Last Name	First Name	Middle Name	
All Class 8 applicants. . .	Applicant	Chief Academic Officer or Official Designee:	
	I submit the following as evidence of meeting or exceeding the requirements of ARM 10.58.501	Evidence Verified and Acceptable?	
		Yes	No (please explain)
(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;			
(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;			
(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;			
(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;			
(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and			
(m) demonstrate the ability to foster contextual and experiential learning, to build connections between academic learning, and to build connections between academic learning and the skills required in the present and future workforce.			

Verification Statement (completed by the CAO or their official designee)

With my signature, I attest that I have reviewed the evidence listed above and determined sufficient evidence is presented which meets or exceeds the requirements of Admin. R. Mont. 10.57.301 and 10.58.501. This is not a recommendation for licensure, but verification of readiness for review by the Review Team.

Name of College or University		
Signature of Chief Academic Officer or their designated representative		Date
Printed name of Chief Academic Officer or their designee		
Title of Chief Academic Officer or their official designee		

- Current vita must be submitted with this portion of the application.
- All additional evidence must be available from either the Chief Academic Officer or the applicant upon request by the Office of Public Instruction and subject to an on-site review. Failure to produce the requested evidence within 30 days of receipt of the request may result in revocation or suspension of the Class 8 License.

Part C: Evidence of Eligibility for Licensure and Endorsement(s)

Last Name **SAMPLE**

First Name **SAMPLE**

Middle Name **SAMPLE**

ARM 10.58.501, General Requirements for All Teachers

All Class 8 applicants. . .

Applicant

I submit the following as evidence of meeting or exceeding the requirements of ARM 10.58.501:

Chief Academic Officer or Official Designee

Evidence Verified and Acceptable?

Yes

No (please explain)

a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;

June 15, 2009, Completed MSU EDCI 540-01: American Indian Studies for Educators; Course Syllabus (Course Title and Number) incorporates concepts where appropriate (See course syllabus section)

b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and creates learning experiences that make subject matter meaningful for students;

Doctoral degree in Materials Science (See attached Vita Education section); Course syllabi (Titles and Numbers) include inquiry-based projects and research generated by students with facilitation from the instructor

c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development;

Undergraduate course work in Developmental Psychology; Developed seminars to provide additional learning opportunities for students

d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;

June 15, 2009, Completed MSU EDCI 540-01: American Indian Studies for Educators; March 5-6, 2009, Completed seminar "The Diverse Learner: instructional strategies that work" Seminar offered by local school district (See certificate of completion); Modified instructional strategies to meet the needs of each learner; Provide multiple pathways for students to complete projects and assessments.

e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching;

February 2, 2009, Ongoing. Created a dual credit faculty study group to observe and discuss differences in teaching styles' impact on learning

Continued on next page.

Part C: Evidence of Eligibility for Licensure and Endorsement(s), Continued

ARM 10.58.501, General Requirements for All Teachers

Last Name	First Name	Middle Name	
All Class 8 applicants. . .	Applicant	Chief Academic Officer or Official Designee:	
	I submit the following as evidence of meeting or exceeding the requirements of ARM 10.58.501	Evidence Verified and Acceptable?	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Yes</th> <th style="width: 50%;">No (please explain)</th> </tr> </table>	Yes
Yes	No (please explain)		
f) utilize a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;	Attended an online seminar provided by the School of Education at ABC college (See certificate of completion); Incorporated the instructional strategies into course syllabi; Discussed the concepts learned with the Dual Credit Faculty Study Group		
g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, an self-motivation;	Incorporate use of rubrics to convey expected student outcomes and provide self-assessment opportunities; Communicate expectations for structured group discussions		
h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom;	Completed 10-hour training course in the use of WebCT platform (See certificate of completion)		
i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies;	Course syllabus denotes units of study are aligned to Montana K-12 Content and Performance Standards for Science (See course syllabus section)		
j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction;	Course syllabus indicates schedule of formative and summative assessments. (See course syllabus section)		
k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it;	January 30, 2009, Participated in Math/Science Leadership Conference – Focus on Integrating IEFA into Math and Science Course work (See certificate of completion)		

Continued on next page...

Part C: Evidence of Eligibility for Licensure and Endorsement(s), Continued

ARM 10.58.501, General Requirements for All Teachers

Last Name	First Name	Middle Name
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All Class 8 applicants. . .	Applicant	Chief Academic Officer or Official Designee:	
	I submit the following as evidence of meeting or exceeding the requirements of ARM 10.58.501	Evidence Verified and Acceptable?	
		Yes	No (please explain)
1) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being; and	Students fill out a contact information form that includes a parent/guardian and school counselor; October 16, 2008, Participated in MEA-MFT sectionals related to these concepts		
(a) demonstrate the ability to foster contextual and experiential learning, to build connections between academic learning and the skills required in the present and future workforce.	Generate relevant course content based on the present and future needs in Science; communicate regularly and maintain connections with the Science workforce in Montana, the nation and globally. (See correspondence file) Incorporate contextual and experiential learning into courses (See syllabi); Provide hands-on, real-world application of content knowledge and skills (See syllabi and examples of student work projects)		

Verification Statement (completed by the CAO or their official designee)
 With my signature, I attest that I have reviewed the evidence listed above and determined sufficient evidence is presented which meets or exceeds the requirements of Admin. R. Mont. 10.57.301 and 10.58.501. This is not a recommendation for licensure, but verification of readiness for review by the Review Team.

Name of College or University		
Signature of Chief Academic Officer or their designated representative		Date
Printed name of Chief Academic Officer or their designee		
Title of Chief Academic Officer or their official designee		

- Current vita must be submitted with this portion of the application.
- All additional evidence must be available from either the Chief Academic Officer or the applicant upon request by the Office of Public Instruction and subject to an on-site review. Failure to produce the requested evidence within 30 days of receipt of the request may result in revocation or suspension of the Class 8 License.

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Assessment Update

PRESENTER: Judy Snow
State Assessment Director
Office of Public Instruction

OVERVIEW: Reports

1. CRT and CRT-Alternate Contract Award
2. Assessment Conference
3. December JUMP Newsletter
4. Update on the assessment task force meetings and recommendations on:
 - a. high school grade for CRT and CRT-Alternate; and
 - b. projects to increase awareness and skills in formative assessment.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

MONTANA BOARD OF PUBLIC EDUCATION
STRATEGIC PLANNING DOCUMENT
2008-2013

Mission Statement

The Board of Public Education was created by Montana's Constitution and exists to supervise, serve, maintain, and strengthen our free quality public education system in pursuit of high academic achievement for all of Montana's students.

Strategic Goals:

The Board of Public Education has four primary goals for the next five years to:

Goal 1: Work toward assurances that the accreditation standards are contemporary, effective and supported by all school districts in their obligations to meet high quality education for all of Montana's students.

Goal 2: Incorporate collaborative leadership strategies; strive toward the advancements of quality teachers and administrators in an era of high school reform and 21st century learning.

Goal 3: Promote philosophically and technically sound governing decisions in the Board's lawful role in leading innovation and change.

Goal 4: Advocate for strong educational reform policies to ensure that all of our students are prepared for work or college.

Inherent in these goals are the strategic objectives to:

- Adhere to contemporary standards for review of all chapters of accreditation and licensure requirements with a focus on enhanced student achievement and increased graduation rates.

- Promote collaboration with all educational partners in efforts to create a statewide learning environment which fosters technological advancements, school reform and 21st century learning.
- Engage in continued leadership activities, interim studies, proactive legislative involvement and develop or participate in alliances to promote high quality education for all Montana's students.
- Develop strategies to address a highly qualified work force and engage in activities to promote the competitive recruitment and retention of teachers in all of the states school districts.
- Increase the awareness, visibility, autonomy and proactive involvement of the Board among all of the states educational stakeholders as well as the state legislature.
- Engage in multiple strategies to assist all parties in the shared responsibility of meeting the Board's standards of accreditation.
- Support data driven decision making.

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Administrative Rules of Montana
Chapter 57 Educator Licensure

PRESENTER: Kim Warrick, Specialist
Office of Public Instruction
Peter Donovan, Administrator
Certification Standards and Practices Advisory Council

OVERVIEW: At the November meeting, Kim Warrick and Peter Donovan provided to the Board of Public Education (BPE) Chapter 57 amendments as recommended by the Chapter 57 Revision Team. The Chapter 57 Revision Team facilitated by the Office of Public Instruction and the Certification Standards and Practices Advisory Council, included representatives from Montana education stakeholders.

This presentation provides to the BPE the Notice of Public Hearing and timeline relating to Admin. R. Mont. 10.57.102 through 10.57.611 Chapter 57 Educator Licensure.

REQUESTED DECISION(S): Approve the Notice of Public Hearing and timeline relating to Admin. R. Mont. 10.57.102 through 10.57.611 Chapter 57 Educator Licensure.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

**TIMELINE - PROPOSED
CHAPTER 57 RULES
December 18, 2008**

- Proposed notice to BPE for authorization to publishJanuary 9, 2009
- Proposed notice to SOS for notice in MARJanuary 20, 2009
- MAR publication outJanuary 29, 2009
- Hearing date Week of February 23-27, 2009
- Final Public Input deadline..... February 26, 2009
- Proposed adoption notice to BPEMarch 13, 2009
- Final rule changes to SOS for notice in MARMarch 16, 2009
- MAR publication out.....March 26, 2009
- Effective Date of RulesMarch 27, 2009

EXECUTIVE SUMMARY

DATE: JANUARY 2009

- PRESENTATION:** Alternative Standard Requests - Recommendations
- PRESENTER:** Dale Kimmet
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Denise Juneau. The report is attached.
- REQUESTED DECISION(S):** Approve the State Superintendent's Recommendations.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



OFFICE OF PUBLIC INSTRUCTION

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Linda McCulloch
Superintendent

MEMORANDUM

To: Denise Juneau, State Superintendent
From: Dale Kimmet, Accreditation Specialist
CC: Linda Peterson, Division Administrator; Al McMilin, Unit Manager
Date: December 16, 2008
Re: Alternative Standard Requests - Recommendations

I. Review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards 10.55.709 – Library Media Services and 10.55.710 – Counseling Services.
- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.
- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.
- Each year the workshop will deal with one of the four library media content and performance standard and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also deal with the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

II. Initial Alternative Standard Applications

The following initial alternative standard applications representing **four** districts and **eleven** schools have been received and evaluated in accordance with ARM 10.55.604.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

Rosebud County

Forsyth School District

<u>Forsyth 7-8</u>	7-8	Current Enrollment:	65
<u>Forsyth High School</u>	9-12	Current Enrollment:	138
		Total	203

Standard: 10.55.709 – Library Media Services

1. The district has a mission statement for their proposed alternative standard.
2. The school's library program addresses the Library Program Area Standards and Library Media Content and Performance Standards through direct lessons from the librarian.
3. Forsyth's enrollment and staffing are as follows:

K-6	Enrollment: 198	Required FTE: 0.5
7-8	Enrollment: 63	Required FTE: Some Fraction
HS	Enrollment: 138	Required FTE: 0.5
4. Current Library staffing: 1.0 FTE Librarian, 1.0 FTE Library Aide
5. Operating a 7-12 Library in one location
6. The school has a well-maintained library and is accessible, with the help of a 0.5 FTE library aide, throughout the school day. Students are also able to access the library before school and right after school if there is a definite need. The library collection includes fiction, non-fiction, reference materials, magazines, videos, DVDs, CDs, and newspapers. New resources are added to the library annually. New books are displayed in a pleasing manner on top of the bookshelves.
7. The school uses the Follett system for cataloging and inventory. The facility also has a computer lab with full Internet access. InfoTrac is utilized as well.
8. Both students and faculty are very comfortable in making use of the library. The principal stated that the library usage is up three-fold since the computer lab was put in five years ago.
9. There is excellent communication between the librarian and the staff. The librarian works to insure that the library fulfills the curriculum needs of the teaching staff.
10. The library enjoys full support from the school board both in budget and in policy.
11. It was suggested by Colet Bartow, Library Media Curriculum Specialist, that Forsyth utilize the Follett reporting system to analyze the library collection, track activities in the library, and work toward developing a K-12 library curriculum document that is aligned with the revised Information Literacy/Library Media and Technology Content Standards.

With the current staffing the proposal meets or exceeds current standard. Recommend approval of alternative standard request.

Colstrip School District

<u>Pine Butte Elementary</u>	K-5	Current Enrollment:	259
<u>Frank Brattin Middle School</u>	6-8	Current Enrollment:	163
<u>Colstrip High School</u>	9-12	Current Enrollment:	231

Standard: 10.55.709 – Library Media Services

1. Colstrip Schools submitted an alternative standards request to utilize one of their librarians in a structured reading group.
2. The district has a library in each of the three schools in the District.
3. Colstrip's enrollment and staffing are as follows:

4. K-5 Enrollment: 259 Required FTE: 1.0
 6-8 Enrollment: 163 Required FTE: 0.5
 9-12 Enrollment: 231 Required FTE: 0.5
5. Current Library staffing: 2.0 FTE librarians
6. The district has requested that part of that FTE be utilized for a structured reading class and a 0.5 FTE aide perform the duties of the middle school library during that time.

With having to staff three libraries, a full 2.0 FTE librarian is necessary.

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

Jefferson County
Montana City School District

<u>Montana City Elementary</u>	K-5	Current Enrollment:	273
<u>Montana City Middle School</u>	6-8	Current Enrollment:	142

Standard: 10.55.709 – Library Media Services

1. The Montana City School District submitted a mission statement for this proposed alternative.
2. Montana City's enrollment and staff are as follows:
 - K-5 Enrollment: 273 Required FTE: 1.0
 - 6-8 Enrollment: 142 Required FTE: 0.5
3. Current Library staffing: 1.0 FTE librarian, 0.5 FTE paraprofessional
4. Through collaboration with other staff, weekly library lessons, extended library programs of Battle of the Books and the Accelerated Reader program, and collaboration with the teacher of the gifted and talented program (Quest) the district believes the library media standards are being met.
- 3.5. The library enjoys full support from the school board both in budget and in policy.
- 4.6. Even though the enrollment growth rate is slower than projected, the school district is still experiencing growth and will continue to grow in the near future.
- 5.7. The physical space of the library was expanded five years ago and provides for a variety of activities and adequate shelving. Additional computer stations would enhance student access to online resources.
- 6.8. Administration and staff give the librarian high praise in her abilities, her collaboration, and her willingness to seek grant monies. The library is accessible and the librarian supports the classroom teachers by finding materials and resources upon request. The librarian will also provide books to be utilized in individual classrooms for an extended period (10 days) during thematic units. The library is open during the summer one day every other week. Students and community members are encouraged to utilize the facilities.
- 7.9. The librarian could better assess circulation and collection by utilizing those features in the electronic cataloging system that is in use. This data is valuable for showing the efficacy of the library program.
- 8.10. The time allotted for library usage for each grade level is primarily being used for book selection and it appears there are not sufficient time for library media skills instruction at all grade

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levels. This was noted by staff as well. Library Program Area Standards and Library Media Content and Performance Standards are not being fully met due to insufficient instruction time.

11. The Library Media curriculum is due for review and in particular requires alignment with the revised Information Literacy/Library Media and Technology standards. This review should include student assessment tools and be implemented K-8. With sufficient FTE, these areas will have the attention they require in order for the program and content standards to be met.

Due to insufficient FTE the library/media skills curriculum is not being fully taught to each grade level.

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

Fergus County
Lewistown Public School District

<u>Highland Park Elementary</u>	PK-2	Current Enrollment: 308
<u>Garfield Elementary</u>	3-4	Current Enrollment: 184
<u>Lewis & Clark Elementary</u>	5-6	Current Enrollment: 198
<u>Lewistown Jr. High</u>	7-8	Current Enrollment: 228

Standard: 10.55.709 – Library Media Services

1. Lewistown schools submitted an alternative standards request to count the FTEs of two Para Educators who are licensed and endorsed librarians.
2. Each of the four listed schools has their own library.
3. Lewistown's staffing and enrollment are as follows:

Highland Park	Enrollment: 308	Required FTE: 1.0
Garfield	Enrollment: 184	Required FTE: 0.5
Lewis & Clark	Enrollment: 198	Required FTE: 0.5
Lewistown Jr. High	Enrollment: 228	Required FTE: 0.5
4. Current Library staffing: The Lewistown School District employs a 1.0 FTE librarian for the four schools. The required amount of FTE for the four schools is 2.5.

Even though the Para Educators are licensed and endorsed librarians, they are employed as paraprofessionals and not librarians.

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

III. Renewal Alternative Standard Applications

The following renewal alternative standard applications representing **one** district and **one** school have been received and evaluated in accordance with ARM 10.55.604.

Pondera County
Dupuyer Elementary

<u>Dupuyer School</u>	PK-8	Current Enrollment:	5 K-6 4 Pre-school
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Standard: 10.55.709 – Library Media Services

Cumulative years for this variance: 14

1. Dupuyer has a library on site. It is a decent size area for the size of the school. The room is arranged very nicely, has computers, and even has an area specifically for Indian education materials.
2. Dupuyer has a contract with Choteau Schools to utilize their library and receive media instruction from the librarian. The students travel to Choteau twice per month. A copy of the contract is on file.
3. Each lesson will have a finished product at the end. Create and find projects or media scavenger hunts are examples of activities conducted.
4. Students are taught to cite sources correctly and media and technology are used frequently during the lessons.
5. The library/media curriculum is aligned to the content and performance standards
6. Dupuyer Elementary's onsite library is well maintained and organized. The school board commits approximately \$800 per year for new circulation purchasing.
7. The students are taught self evaluation on any library project, projects are also assessed by the teacher using a rubric, and daily anecdotal assessments are conducted as well. ITBS achievement tests are given to the students in the spring as well.
8. The program is evaluated through project portfolios, ITBS achievement tests, and parent surveys.
9. The students will visit other libraries in the area as well (Valier, Conrad).
10. The community is very involved with the school. Community members volunteer to come in and read to the children.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Dupuyer Elementary

<u>Dupuyer School</u>	PK-8	Current Enrollment:	5 K-6 4 Pre-school
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Standard: 10.55.710 – School Counseling Services

Cumulative years for this variance: 14

1. Dupuyer has a contract with Choteau Schools to utilize their counseling personnel. The counselor is on call for emergency crisis situations and conducts lessons twice a month in Choteau. The students do a lot of role-play.
2. The classroom teacher reinforces the lessons taught in Choteau. She also does Character Education by focusing on a character trait each month.
3. The students journal every morning; this gives the teacher an indication of how each student is doing that day.
4. The DARE program is taught each Tuesday by the Pondera Sheriff Deputy.
5. All the counseling program goals are being addressed – academics, career ("Build your own business"), and personal/social development (6th graders – "what do I want to be when I grow up?").
6. The program is evaluated through journaling, portfolio on character traits, daily observations, and written letter to self.
7. The community assesses the program through a yearly survey.
8. The contract with Choteau schools is on file.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

EXECUTIVE SUMMARY

DATE: JANUARY 2009

PRESENTATION: Report on 2007-2008 Accreditation Improvement Plans Submitted by Schools

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: It is the intent to provide the Board of Public Education with a final report on the improvement plans required of schools that received either Advice or Deficiency accreditation status for the school year 2007-2008 and improvement plans required for all schools with misassigned teachers for the school year 2007-2008. This final report verifies the current status of those plans following a review of the 2008 Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also includes comments and recommendations for certain school improvement plans that the state superintendent has determined to be incomplete, or not adequate to address the deviations that led to the Advice or Deficiency status determination or not adequate to address the misassignments. Attached to this document find a memo re: Questions on Technology Requirements for Public School Classrooms. This memo will be referenced when discussing the Harlowton School Improvement Plan.

REQUESTED DECISION(S): Approve the State Superintendent's Report

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



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Linda McCulloch
Superintendent

December- 2008

ANNUAL ACCREDITATION PROCESS CALENDAR

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

July

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

August

- The OPI contacts districts that have not submitted the required improvement plan due August 1 as determined by the annual status determination.
- Workshops are held around the state to review submission requirements and procedures.

September

- Schools receive ADC packet from the OPI.
- The OPI staff begins review of improvement plans.

October

- ADC is electronically submitted to the OPI. Immediately upon submission, a Preliminary Accreditation Report is transmitted electronically to the school and/or district. This report provided preliminary determinations of deviations from the accreditation standards.
- Class schedules for high school and grades 7-8 funded at high school rates are sent by mail to the OPI by schools and districts.

November

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

December 1

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report.
- Schools that (1) do not submit a completed ADC by this date or (2) continue to employ non-licensed staff by this date will be recommended for no higher than a deficiency accreditation status for the current year.

December

- The OPI staff meets with the state superintendent to finalize recommendations for improvement plans including recommendations for using accreditation response options for continuing deviations. These response options include the following actions.

- ✓ For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.
- ✓ Schools that have reported data which contains inaccurate or inconsistent information or school districts that have continuing deviations in any category will receive an on-site visit to review and reinforce needed corrective actions.
- ✓ For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.
- ✓ For schools with consecutive years of using a non-licensed teacher, the school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

December/January

- The OPI staff conducts quality checks on ADC data submitted; reviews any other pertinent information; and prepares accreditation recommendations for the state superintendent.

January Board of Public Education (BPE) Meeting

- The state Superintendent makes final recommendations to the BPE for approval or disapproval of improvement plans. Board action is taken on these recommendations.
- Plans for use of accreditation response options for schools with continuing deviations are reviewed with the BPE.

February

- The OPI notifies schools of action taken on improvement plans and on any planned use of accreditation response options for continuing deviations.

March Board of Public Education Meeting

- The state superintendent makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.

April

- The OPI notifies schools of accreditation status and requirements for submitting applicable improvement plans by August 1.
- The OPI staff meets with the state superintendent to finalize recommendations resulting from on-site visits to schools with continuing deviations.

May Board of Public Education Meeting

- The state Superintendent makes recommendations to the BPE resulting from on-site visits. Board action is taken on these recommendations.

Reactivating On-Site Visits to All Schools

In 2009-2010 the Accreditation Division will be developing and initiating the new, revised, multi-year process for systematic, on-going site visits to all districts and schools in the state.

Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 MASTER

Color Key: Black – General Deviation Comments Red – Significant and/or On-going Deviation Issues
Blue – OPI Comment/Recommendations (Previous) Green – OPI Comment/Recommendations (Current)

BEAVERHEAD COUNTY

Lima HS: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade 9 with a secondary level license endorsed for Art and Biology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program. 1st yr.
10.55.904.2 World Language is not offered two units each year at the high school level. 1st yr.

2006-2007 Response: Science teacher will be replaced by properly endorsed teacher. French teacher has been hired to provide required world language offerings.

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

Lima HS: SY 2007-2008 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teach license.
10.55.708.1 Teacher is assigned to teach Physics in grade(s) 12 with a secondary level license endorsed for Mathematics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.904.2 Basic instruction program is not met. Art is not offered two units each year at the high school level. First occurrence.

2007-2008 Response: Unlicensed teacher is no longer employed. Math teacher will not teach Physics. An Art teacher has been hired to teach two units of Art in the HS and one unit of Art in the Jr. High.

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

BIG HORN COUNTY

Hardin High School: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach Family Consumer Sciences in grade(s) 9-12 with a secondary level license endorsed for Business Education. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program. 1st yr.
10.55.709.1(a) Hardin High School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 1st yr.

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

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

Hardin High School: SY 2007-08 Deficiency Status

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

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

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

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

Hardin Intermediate School: SY 2007-08 Advice Status

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

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

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

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

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

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

2004-2005 Response: None

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

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

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

10.55.902.4 No world language in grades 7-8

10.55.904.2 No world language in grades 9-12

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

OPI Review/Response – 2/16/07

Pryor Elementary – Plan accomplished; librarian is now not endorsed – 1st yr.

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

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

Pryor 7-8: SY 2006-07 Deficiency Status

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

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

Plenty Coups High School: SY 2006-07 Deficiency Status

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

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

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

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

Pryor 7-8: SY 2007-08 Deficiency Status

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

2007-08 Response: None

OPI Review/Recommendation – 12/08 – No improvement plan was submitted. Recommend onsite visit and intensive technical assistance.

Plenty Coups High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: None

OPI Review/Recommendation – 12/08 – No improvement plan was submitted. Recommend onsite visit and intensive technical assistance. Teacher licensed on December 21, 2007.

Wyola School: SY2006-07 Advice

10.55.710.1 Wyola School does not provide school counseling services at the elementary level. 1st yr.

Wyola 7-8: SY 2006-07 Advice

10.55.710.1 Wyola 7-8 does not provide school counseling services at the elementary level. 1st yr.

2006-07 Response: The district has hired a part-time counselor to work with their current teacher who is working on her counseling endorsement.

OPI Review/Recommendation – 12/07 – With the hiring of the part-time counselor, district no longer has this deviation.

Wyola School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher was re-issued a license on December 17, 2007.

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

BLAINE COUNTY

Harlem 7-8: SY 2007-08 Deficiency Status

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

2007-08 Response: Each student in the junior high will be offered a world language of Assiniboine or Gros Ventre.

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

Turner High School: SY 2007-08 Advice Status

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

10.55.708.1 Teacher is assigned to teach Drafting in grade(s) 12 with a secondary level license endorsed for Business Education, Traffic Education, T&I - Building Trades, and T&I - Agriculture Mechanics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Science teacher no longer employed. Shop teacher teaching a course he is properly endorsed in.

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

BROADWATER COUNTY

Townsend Elementary: SY 2007-08 Advice Status

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

10.55.709.1(b) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 352 students. Second occurrence.

2007-08 Response: Teacher to enroll into a library intern program.

OPI Review/Recommendation – 12/08 – Teacher not enrolled in internship program – recommend disapproval of plan.

Townsend 7-8: SY 2007-08 Advice Status

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

2007-08 Response: World language offered for both 7th and 8th grade.

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

CARBON COUNTY

Bridger Elementary: SY 2007-08 Advice Status

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

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

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

Belfry Schools (all): SY 2007-08 Advice Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

2007-08 Response: Superintendent to enroll in the internship program.

OPI Review/Recommendation – 12/08 – Supt. is in intern program – Plan accomplished

Fromberg Schools: SY 2007-08 Advice Status

10.55.710 Counselor does not have a counseling endorsement. Second occurrence.

2007-08 Response: New counselor with proper endorsement

OPI Review/Recommendation – 12/08 – Plan accomplished

Joliet Elementary: SY 2007-08 Deficiency Status

10.55.705.1(c) Joliet School does not employ a principal who devotes full time to supervision and administration. (School's current licensed FTE is 18.625) Third occurrence.

10.55.709.1(a) Joliet School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. First occurrence.

2007-08 Response: Adding a ½ time principal. Enrollment will be below 250 students – ½ time librarian will serve those students

OPI Review/Recommendation – 12/08 – Plan accomplished

CASCADE COUNTY

Great Falls Public Schools

Lewis & Clark Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Teacher will enroll in an OPI approved internship.

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

Morningside Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Teacher will no longer be a librarian for 2008-09 school year.

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

Mountain View Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Teacher no longer works for the Great Falls Public Schools.

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

Roosevelt Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Presently enrolled in OPI internship program

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

Sunnyside School: SY 2006-07 Advice

10.55.709 Teacher does not have a library endorsement. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District is on a plan to add librarians due to the non-renewal of alternative standard. Many of schools including Sunnyside are using teachers who are in programs to complete their librarian endorsements.

OPI Review/Recommendation – 12/07 – Recommend continued approval of plan.

Sunnyside School: SY 2007-08 Deficiency Status

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

2007-08 Response: Teacher will enroll in an OPI approved internship.

OPI Review/Recommendation – 12/08 – Plan accomplished

Whittier Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Teacher has completed library endorsement

OPI Review/Recommendation – 12/08 – Plan accomplished

CHOTEAU COUNTY

Big Sandy Schools (all): SY 2007-08 Deficiency

10.55.707.1 2 Teachers do not have a valid Montana teaching license.

2007-08 Response: Both teachers have valid teacher licenses

OPI Review/Recommendation – 12/08 – Plan accomplished

Fort Benton High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher has a valid teacher license

OPI Review/Recommendation – 12/08 – Plan accomplished

Highwood Middle School: SY 2007-08 Advice

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

Highwood High School: SY 2007-08 Advice

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

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

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

OPI Review/Recommendation – 12/08 – Teacher not in an internship program. Recommend disapproval of the plan and a new plan be submitted by March, 2009.

CUSTER COUNTY

SH School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher obtained a valid license

OPI Review/Recommendation – 12/08 – Plan accomplished

DANIELS COUNTY

Peerless High School: SY 2002-03 ADVICE / 2003-04 and 2004-05 DEFICIENCY STATUS

2002-05 Deviations:

10.55.708 Teacher is assigned to teach AP biology in grade(s) 9-12 with a secondary level certificate endorsed for agriculture. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach health/physical education in grade(s) 9-12 with a secondary level certificate endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

2002-2003 Response: Teacher is taking classes toward endorsement. Teacher is taking classes toward endorsement.

OPI Review/Response – 12/15/03 – Plan partially accomplished; the district will be notified that teachers “working” toward endorsement need to be brought under the endorsement internship program.
– 1/16/04 – BPE approved plan.
– 12/15/04 – Plan still not accomplished. Request for plan update will be sent. 2004-05 Accreditation status may be affected.

2003-2004 Response: Science teacher will be endorsed by 2005-06 school year. Unable to hire part-time certified PE teacher. A certified PE teacher will be hired for the 2005-06 school year.

OPI Review/Response – 2/15/05 – Accept revised Response. The OPI will continue to monitor.

2004-05 Additional Deviations:

10.55.709 Librarian does not have a library endorsement.

10.55.710 Counselor does not have a counseling endorsement.

2004-2005 Response: Science teacher will be endorsed by fall 2005. A certified PE teacher will be hired for the 2005-06 school year. Librarian is working toward endorsement. Counselor has a master’s in counseling psychology and is working on a doctorate in psychology.

OPI Review/Response – 2/3/06 – Plan partially accomplished; a certified PE teacher was hired for 2005-06 school year. Science teacher still not endorsed. Librarian still not endorsed. Endorsed counselor has been hired. Deficiency Accreditation Status for 2005-06 school year.

Peerless 7-8: SY 2005-06 Deficiency Status

10.55.709 Librarian does not have a library endorsement – 2nd yr.

10.55.708.1 Teacher is assigned to teach art and math in grade(s) 7-8 with a secondary level license endorsed for music K-12 – 1st yr for teacher 5th yr. for position.

School has more than 5 percent of its total instructional assignments taught by misassigned staff – 3rd yr.

Peerless High School: SY 2005-06 Deficiency Status

10.55.709 Librarian does not have a library endorsement – 2nd yr.

10.55.708.1 Teacher is assigned to teach biology/physiology and earth science in grade(s) 9-12 with a secondary level license endorsed for agriculture – 4th yr. for both teacher and position.

10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for music K-12 – 1st yr.

School has more than 5 percent of its total instructional assignments taught by misassigned staff – 3rd yr.

2005-2006 Response: Librarian who was also one of the misassigned teachers has moved on to another school. The misassigned teacher assigned to HS math is working on an endorsement in math. The misassigned teacher assigned to HS science will have her broadfield science endorsement by September 2006.

OPI Review/Response – 2/20/2007 – Teacher now assigned to library and new teacher assigned to counseling are not endorsed. District hopes to get them in internship program. No misassignments in K-6 or 7-8. Schools remain at Advice Status. High school has continuing misassignments in math (2nd yr.) and in science (5th yr.) - HS stays in Deficiency Status.

Peerless School: SY 2006-07 Advice

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

10.55.710 Teacher does not have a counseling endorsement. 1st yr.

Peerless 7-8: SY 2006-07 Advice

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

10.55.710 Teacher does not have a counseling endorsement. 1st yr.

Peerless High School: SY 2006-07 Deficiency

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

10.55.710 Teacher does not have a counseling endorsement. 1st yr.

10.55.708.1 Teacher is assigned to teach biology/physiology and earth science in grade(s) 9-12 with a secondary level license endorsed for agriculture. This is the fifth year the district has misassigned this teacher. This is the fifth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for music K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: **Library, counseling, math, and science teachers are enrolled and working on their respective endorsements but not in the Board of Public Education's endorsed internship programs.**

OPI Review/Recommendation – 12/07 – Current Enrollment: K-6 (8) 7-8 (3) 9-12 (13). Recommend disapproval of plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Peerless School (all): SY 2007-08 Deficiency

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

10.55.710 Teacher does not have a counseling endorsement. Second occurrence.

10.55.708.1 Teacher is assigned to teach Biology/Physiology and Earth Science in grade(s) 9-12 with a secondary level license endorsed for Agriculture. This is the sixth year the district has misassigned this

teacher. This is the sixth year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Peerless & Scobey School Boards voted in favor to annex Peerless into Scobey for the 2009-2010 school year. Annexation was approved by a vote of the community (11/2008). Peerless will no longer be in operation after the 2008-2009 school year.

OPI Review/Recommendation – 12/08 – Received official notification that Peerless will be consolidating - Since Peerless will no longer be a district next year no action on the deficiencies will be taken.

Scobey Elementary: SY 2007-08 Advice

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

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

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

FALLON COUNTY

Baker 7-8: SY 2007-08 Advice

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

2007-08 Response: World Language is being offered ½ unit each year in grades seven and eight.

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

FERGUS COUNTY

Lewistown Public Schools

Garfield School: SY 2006-07 Advice

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

Highland Park School SY 2006-07 Advice

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

Lewis & Clark School: SY 2006-07 Advice

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

Lewistown 7-8: SY 2006-07 Deficiency

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

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

OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.

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

OPI Review/Recommendation – 5/08 - Recommend Approval

Garfield School: SY 2007-08 Deficiency

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

Highland Park School SY 2007-08 Deficiency

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

Lewis & Clark School: SY 2007-08 Deficiency

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

Lewistown 7-8: SY 2007-08 Deficiency

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

Fergus High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

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

FLATHEAD COUNTY

Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.

10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.

10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31 students. Second occurrence.

2004-2005 Response: Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.

2005-2006 Response: Bigfork School - no Response was forthcoming.

OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5th yr.

2005-2006 Response: Bigfork 7-8 – FCS teacher not endorsed and is not working towards endorsement. Health teacher is not endorsed and is not working towards endorsement.

OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.

Bigfork School: SY 2006-07 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 365 students. 5th yr.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). One Grade 2 class exceeds 20 students by two (2).

2006-07 Response: None – second year without plan.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – District is now only .1 FTE short in librarian FTE. Plan pending - continue to monitor and report back at March BPE meeting.

Bigfork 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for a acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 – OPI continues to work with the district to develop an acceptable plan. Meeting was held in Bigfork with the administration on 3/31/08. Plan is 90% complete. Will continue process and report back at July BPE meeting.

Bigfork Elementary: SY 2007-08 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 365 students. Sixth occurrence.

2007-08 Response: Submitted a library alternative to the standard.

OPI Review/Recommendation – 12/08 – Will review the alternative and make a recommendation at the March BPE meeting.

Bigfork 7-8: SY 2007-08 Advice

10.55.708.1 Teacher is assigned to teach Health in grade(s) 7-8 with a secondary level license endorsed for Social Studies (Broadfield). This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Submitted a plan to have teacher endorsed by the start of the 2009 school year

OPI Review/Recommendation – 12/08 – Recommend approval

Bigfork High School: SY 2007-08 Deficiency

10.55.708.1 Teacher is assigned to teach Welding in grade(s) 9-12 with a secondary level license endorsed for Trades & Industry-Building Trades, Auto Technology, and Carpentry. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Will continue to use misassigned teacher to teach welding.

OPI Review/Recommendation – 12/08 – Recommend disapproval and will request a new plan be submitted by the March BPE meeting.

East Evergreen School: SY 2007-08 Advice

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.15 FTE for 460 students. Second occurrence.

200708 Response: Will move counselor FTE from 5-6 school to East Evergreen.

OPI Review/Recommendation – 12/08 – Plan accomplished

Fair-Mont Egan (All Schools): SY 2004-05 Advice Status

10.55.703 Principal does not have an administrator's license endorsed for elementary or secondary principal.

2004-2005 Response: Principal is currently enrolled in a state accredited masters in public administration program.

OPI Review/Response – 2/03/06 – Recommend disapproval of plan. Principal needs to be enrolled in an educational administration program.

2005-2006 Response: No additional plan was forthcoming.

OPI Review/Response – 2/16/07 – Principal is still not endorsed and not enrolled in an intern program or course of study for school administration. School will move to Deficiency Status.

Fair-Mont-Egan School: SY 2006-07 Deficiency

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. 3rd yr.
10.55.708.1 Teacher is assigned to teach Health & Physical Education in grade 6 with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

Fair-Mont-Egan 7-8: SY 2006-07 Deficiency

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary or secondary principal. 3rd yr.
10.55.708.1 Teacher is assigned to teach General Social Science, Math, and English/Language Arts in grades 7, 7-8, and 8, respectively, with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

OPI Review/Recommendation – 12/07 – On 10/24/07 meeting was held with county superintendent, board chair and administrator. An adequate resolution and improvement plan was developed. Completion of proper endorsement is scheduled for summer of 2008. County superintendent will monitor. Recommend approval of plan.

Fair-Mont-Egan Schools: SY 2007-08 Deficiency Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. Fourth occurrence.

2007-08 Response: Principal completed degree and applied for a Montana Class 3 license.

OPI Review/Recommendation – 12/08 – Principal endorsement pending in licensure. Will continue to monitor.

Helena Flats School: SY 2007-08 Advice Status

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students. Third occurrence.
10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two (2) and three by four (4) each. One combination grade PK-K exceeds 20 students by three (3). Third occurrence.

2007-08 Response: Have a .10 FTE school psychologist who helps with counseling Have paraprofessionals in classrooms as required.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan and request a new plan be submitted by the March BPE meeting.

Kalispell Public Schools

Edgerton School: SY 2007-08 Deficiency Status

10.55.710.2 Edgerton School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.37 FTE for 548 students. Third occurrence.

2007-08 Response: An additional .4 FTE will be allocated to Edgerton for counseling.

OPI Review/Recommendation – 12/08 – Plan accomplished

Elrod School: SY 2007-08 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by three (3) each. Two grade 1 classes exceed 20 students by one (1) each. One grade 2 class exceeds 20 students by two (2). Fifth occurrence.

2007-08 Response: Every effort will be made within the constraints of funding availability to insure that primary class sizes are kept at or below 20 students, will place paraprofessional in classroom if over 20.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.

Kalispell Middle School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher now is properly licensed and endorsed.

OPI Review/Recommendation – 12/08 – Plan accomplished

Marion Schools: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: Hired a counselor on April 11, 2008.

OPI Review/Recommendation – 12/08 – Plan accomplished

Whitefish Public Schools

Whitefish - LA Muldown: SY 2004-05 Advice Status

10.55.705 LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 615.) Second occurrence.

10.55.710 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.5 FTE for 615 students.

2004-2005 Response: Will have two full-time principals for the 2006-07 school year, after completed construction of facilities. Additional counseling will be hired for the 2006-07 school year to fulfill the need.

OPI Review/Response – 2/03/06 – Plan not acceptable. Recommend disapproval of plan.

2005-2006 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – Principal and librarian FTE deviations continue. No plan to correct apparent.

LA Muldown School: SY 2006-07 Deficiency

10.55.705.1(c) LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 610.) 4th yr.

10.55.710.2 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. 3rd yr. The school currently needs 1.525 FTE for 610 students.

Whitefish – LA Muldown: SY 2007-08 Deficiency Status

10.55.705.1(c) School does not employ two principals who devote full time to supervision and administration. School's current enrollment is 610. Fifth occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.533 FTE for 613 students. Fourth occurrence.

2007-08 Response: The district with budget limitations has assigned an increase of 1.5 FTE administrators for the 2008-09 school year. Future increase in funding allowed will allow us to assign 2.0 FTE's. The district has increased counseling services to 1.5 FTE for the 2008-09 school year.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Recommend approval.

Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

2004-2005 Response: Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient.
District will assign existing full-time librarian to Central 7-8 School.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.

2005-06 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6th yr.

Whitefish – Central 5-6: SY 2007-08 Advice Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.78 and 277 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 277 students. Second occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.69 FTE for 277 students. First occurrence.

2007-08 Response: Will increase principal FTE to 1.0 FTE. Will have .5 FTE librarian & .5 FTE aide. Will increase counselor FTE to meet requirements.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Has applied for a library alternative. Recommend approval.

Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50% complete. Will continue process and report back at July BPE meeting.

Whitefish Central 7-8: SY 2007-08 Deficiency

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 24.0 and 256 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Seventh occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.64 FTE for 256 students. First occurrence.

2007-08 Response: Principal FTE increase to 1.0. Librarian FTE at .5 with a .5 aide. Counselor FTE increase to meet accreditation.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Will revisit the alternative standard for library and make a recommendation at the March BPE meeting.

GALLATIN COUNTY

Anderson 7-8: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is working on licensure – needs to renew.

OPI Review/Recommendation – 12/07 – The teacher is teaching 1 period of algebra and will not be returning next year. School understands they will remain in deficiency. The teacher is a volunteer.

Anderson 7-8: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Change of math class, have a certified teacher teaching it.

OPI Review/Recommendation – 12/08 – Plan accomplished

Bozeman Public Schools

Chief Joseph Middle School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 6-8 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed in the district. A properly endorsed teacher will teach the Special Education courses.

OPI Review/Recommendation – 12/08 – Plan accomplished

Cottonwood Elementary: SY 2007-08 Advice

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 14 students. First occurrence.

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 14 students. First occurrence.

2007-08 Response: Hired both a counselor and librarian.

OPI Review/Recommendation – 12/08 – Plan accomplished

Three Forks High School: SY 2006-07 Advice

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Six classes are overloaded. 3rd yr.

2006-07 Response: Overloads will be corrected by fall of 2007.

OPI Review/Recommendation – 12/07 – Check of 2007 ADC shows no overloaded classes at the HS.

Three Forks High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher now has proper certification.

OPI Review/Recommendation – 12/08 – Plan accomplished

Three Forks Elementary: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher now has proper certification.

OPI Review/Recommendation – 12/08 – Plan accomplished

Willow Creek 7-8, High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher now has proper certification.

OPI Review/Recommendation – 12/08 – Plan accomplished

GOLDEN VALLEY COUNTY

Lavina 7-8: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

Lavina High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

2007-08 Response: Teacher has proper certification

OPI Review/Recommendation – 12/08 – Plan accomplished

Ryegate Schools (all): SY 2007-08 Deficiency

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

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. First occurrence.

10.55.708.1 Teacher is assigned to teach Music in grade(s) 7-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Certified personnel in library, guidance, and music have been hired.

OPI Review/Recommendation – 12/08 – Plan accomplished

GRANITE CONTY

Hall Elementary: SY 2007-08 Advice

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 22 students. First occurrence.

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 22 students. First occurrence.

2007-08 Response: Both positions have been filled with certified people.

OPI Review/Recommendation – 12/08 – Plan accomplished

HILL COUNTY

Box Elder 7-8: SY 2007-08 Advice

10.55.902.4 Basic instructional program is not met. Vocational Technical-Education is not offered ½ unit each year in grades seven and eight. First occurrence.

2007-08 Response: A technology course will be offered to 7th- 8th grade students each semester beginning the 2008-09 school year.

OPI Review/Recommendation – 12/08 – Plan accomplished

JEFFERSON COUNTY

Boulder Elementary: SY 2006-07 Deficiency

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by five (5). 4th yr.

OPI Review/Recommendation – 12/07 – Due to full day configuration deviation no longer exists.

Boulder Elementary: SY 2007-08 Deficiency

10.55.712.1 Class load exceeds maximum enrollment. One grade K class exceeds 20 students by five (5). An overload of five (5) students is considered excessive. Fifth occurrence.

2007-08 Response: Intent is to have a para educator in any classroom that exceeds classroom load limits.

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

Montana City Elementary: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 32.9. First occurrence.

10.55.708.1 Teacher is assigned to teach Physical Education in grade(s) 1-3 with a secondary level license endorsed for Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) Montana City School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 272 students. Second occurrence.

2007-08 Response: The Superintendent is now full-time. Hired properly endorsed teachers to teach PE and Art. Applied for a library alternative.

OPI Review/Recommendation – 12/08 – Have recommended disapproval of the library alternative.

JUDITH BASIN COUNTY

Hobson 7-8: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. 1st yr.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1st yr.

Hobson 7-8: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

Hobson High School: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Non-licensed teacher no longer employed. World Language will continue to be offered to 7th and 8th – ½ unit each year. Will insure it is properly noted on ADC.

OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows the planned changes have been made.

Hobson High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

LAKE COUNTY

Salmon Prairie Elementary: SY 2007-08 Advice

10.55.709.2 Salmon Prairie School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 3 students. First occurrence.

10.55.710.3 Salmon Prairie School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 3 students. First occurrence.

2007-08 Response: Submitted and was approved for an alternative standard for library and counseling.

OPI Review/Recommendation – 12/08 – Plan accomplished

Valley View Elementary: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 16 students. First occurrence.

2007-08 Response: Teacher now has a license and is properly endorsed. Contracted with a certified counselor.

OPI Review/Recommendation – 12/08 – Plan accomplished

LEWIS and CLARK

Helena Public Schools

Broadwater School: SY 2006-07 Advice Status

10.55.709.1(a) Broadwater School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Broadwater School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .668 FTE for 267 students. 1st yr.

2006-07 Response: **Librarian FTE now in place. Recommend disapproval of counseling plan.**

Broadwater School: SY 2007-08 Deficiency Status

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. The school currently needs 0.670 FTE for 268 students. Second occurrence.

2007-08 Response: **Applied for a counseling alternative.**

OPI Review/Recommendation – 12/08 – Counseling alternative was approved. Plan accomplished

Bryant School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) K-5 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher.

This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Bryant School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade 2 exceeds 20 students by one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor as funds become available.

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

Bryant School: SY 2007-08 Deficiency Status

10.55.709.1(b) Bryant School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 259 students. First occurrence.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. The school currently needs 0.648 FTE for 259 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade K classes exceed 20 students by two (2) each. Third occurrence.

2007-08 Response: **Plans to lower the enrollment to below 250 students. Applied for a counseling alternative.**

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work on reducing enrollment through busing. Recommend approval and will monitor.

Four Georgians: SY 2006-07 Advice Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 3rd yr.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Four Georgians School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.288 FTE for 515 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Grade one exceeds 20 students by one (1). Grade two exceeds 20 students by three (3) and one (1). 2nd yr.

2006-07 Response: District will hire librarian and counselor when funds become available.

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

Four Georgians: SY 2007-08 Deficiency Status

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 510 students. Fourth occurrence.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. The school currently needs 1.275 FTE for 510 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Four Grade 2 classes exceed 20 students by one (1) each. Third occurrence.

2007-08 Response: Made adjustments to attendance boundaries to bring the enrollment down to fewer than 500 for the 08-09 school year. Have applied for a counseling alternative. Have made plans to lower the enrollment in grade 2 to 20 students for each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work at reducing enrollment through busing of kindergarten students to Warren. Recommend approval and will monitor.

Hawthorne School: SY 2005-06 Advice Status

10.55.712.1 K class load exceeds maximum enrollment - no paraprofessional support provided – 3rd yr.

2005-2006 Response: Additional sections of kindergarten have been added district-wide.

OPI Review/Response – 2/21/07 – No overloads – plan accomplished

Hawthorne School: SY 2006-07 Advice Status

10.55.710.1 Hawthorn School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Hawthorn School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Hawthorne School: SY 2007-08 Deficiency Status

10.55.710.1 Hawthorne School does not provide school counseling services at the elementary level. The school currently needs 0.618 FTE for 247 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). First occurrence.

2007-08 Response: Applied for a counseling alternative. Made plans to lower the enrollment in kindergarten to 20 students each.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten. Plan accomplished.

Jefferson School: SY 2006-07 Advice Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jefferson School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .580 FTE for 232 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Jefferson School: SY 2006-07 Deficiency Status

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. The school currently needs 0.703 FTE for 281 students. Second occurrence.

2007-08 Response: Applied for a Counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.

Jim Darcy School: SY 2006-07 Advice Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. 1st yr.

10.55.710.2 Jim Darcy School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .658 FTE for 263 students. 1st yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Two grade one classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Jim Darcy School: SY 2007-08 Deficiency Status

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. The school currently needs 0.658 FTE for 263 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by two (2); two Grade 1 classes exceed 20 students by one (1) each. First occurrence.

2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.

Rossiter School: SY 2006-07 Advice Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Rossiter School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.128 FTE for 451 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one (1). Two grade 2 classes exceed 20 students by one (1). 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Rossiter School: SY 2007-08 Deficiency Status

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. The school currently needs 1.095 FTE for 438 students. Second occurrence.
10.55.712.1 Class load exceeds maximum enrollment. One Grade K class exceeds 20 students by two (2); two Grade 1 classes exceed 20 students by one (1) each. Second occurrence.

2007-2008 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.

Smith School: SY 2006-07 Advice Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Smith School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .733 FTE for 293 students. 1st yr.

2006-07 Response: District will hire counselor when funds become available.

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

Smith School: SY 2007-08 Deficiency Status

10.55.710.1 Smith School does not provide school counseling services at the elementary level. The school currently needs 0.73 FTE for 292 students. Second occurrence.

2007-2008 Response: Applied for a Counseling alternative.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.

Warren School: SY 2006-07 Advice Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. 1st yr.
10.55.710.2 Warren School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .655 FTE for 262 students. 1st yr.
10.55.712.1 Class load exceeds maximum enrollment. Grade PK exceeds 20 students by one (1). 3rd yr.

2006-07 Response: District will hire counselor when funds become available.

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

Warren School: SY 2007-08 Deficiency Status

10.55.710.1 Warren School does not provide school counseling services at the elementary level. The school currently needs 0.635 FTE for 254 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one (1) each; one Grade 2 class exceeds 20 students by one (1). Fourth occurrence.

2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in grades one and two to 20 students each.

OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to reduce enrollments through moving children to other schools. Recommend approval.

CR Middle School: SY 2007-08 Advice Status

10.55.705.1(c) CR Anderson Middle School does not employ 3.0 FTE administrators/principals. School's current enrollment is 1057. First occurrence.

10.55.710.2 CR Anderson Middle School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 2.643 FTE for 1057 students. First occurrence.

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

2007-08 Response: Working on attendance boundaries to get below 1000 students. Will meet the administrative standard with 2.5 FTE for the 08-09 school year. Same for counseling. World languages will be offered at the 8th grade level for all students and options will be made available to students in grade seven.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Helena Middle School: SY 2005-06 Advice Status

10.55.713.2 Class loads exceed maximum enrollment – 3rd yr.

2005-2006 Response: Will monitor.

OPI Review/Response – 2/21/07 – Overloads continue – 4th yr. – school will move to Deficiency Status.

Helena Middle School: SY 2006-07 Deficiency Status

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Five health/physical education classes are overloaded. 4th yr.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Helena Middle School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-2008 Response: Teacher now has a valid license.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Helena High School: SY 2004-05 Advice Status

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

2004-2005 Response: Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.

Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4th yr. Twenty-six classes are overloaded.

2005-2006 Response: Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

OPI Review/Response – 2/21/07 – Plan accomplished

Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1st yr.

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

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

2006-07 Response: Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.

OPI Review/Recommendations – 05/08 – Awaiting plan update. Met with superintendent and district administrative team on 02/09. The district is planning to pursue an alternative standard for the elementary guidance deviations. Administrator at high school still not endorsed. Will continue process and report back at July BPE meeting.

Helena High School: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for secondary principal. Second occurrence.

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

2007-08 Response: A new administrator with the correct endorsement has been hired. The Science teacher will be teaching within his endorsement during the 2009-10 school year.

OPI Review/Recommendation – 12/08 – Administration assignment corrected. Teacher assignment not corrected and will request a new plan be submitted by the March BPE meeting.

LINCOLN COUNTY

Eureka Elem and 7-8: SY 2004-05 Deficiency Status

10.55.707 One teacher does not have a valid Montana teaching license.

10.55.707 One counselor does not have a valid Montana teaching license.

10.55.712 Class load exceeds maximum enrollment. Grade K exceeds 20 students by two and six. An overload of five students is considered excessive.

2004-2005 Response: The teacher was granted an emergency license January 2005. The counselor has been accepted as a Class 5 within a provisional program. No Response to class load deviation.

OPI Review/Response – 2/03/06 – Plan partially accomplished; teacher has an alternative license. Counselor does not have an alternative license, and continues to be employed as a non-licensed staff member. Class load deviation has been corrected.

2005-2006 Additional Deviations

10.55.709.1(a) Eureka Elementary School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students.

10.55.709.1(a) Eureka 7-8 School does not provide a half-time (.5 FTE) licensed librarian for a student population of 126-250 students.

2005-2006 Response: Counselor will be licensed by summer. No comment on library issues.

OPI Review/Response – 2/19/07 – Counselor licensed on 7/17/06. Eureka Elementary still in Deficiency Status for insufficient library FTE. Eureka 7-8 now Regular Status.

2006-07 Response: Librarian FTE will be added with funds from a Montana State Library Commission PEEL grant.

OPI Review/Recommendation – 12/07 – Librarian deviation corrected.

Eureka 7-8: SY 2007-08 Deficiency Status

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

2008-09 Response: Teacher terminated in April

OPI Review/Recommendation – 12/08 – Plan accomplished.

Libby Public Schools

Libby High School: SY 2007-08 Advice Status

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

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 516 students. Second occurrence.

2008-09 Response: Teacher will not teach in a field not endorsed in. Unable to find a certified librarian, placed an endorsed teacher in the position. She has completed more than half her endorsement.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.

Troy Public Schools

Troy 7-8: SY 2005-06 Advice Status

10.55.708.1 Two English teachers misassigned as they are secondary endorsed in other subject areas -1st yr.

10.55.713.2 One Montana History class exceeds class size limits by 2 – 1st yr.

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

2005-2006 Response: One teacher is taking courses to become endorsed. The other teacher was miscoded. World language was not offered due to resignation and lack of candidates applying. Will use distance learning beginning SY 2006-07.

OPI Review/Response – 2/19/07 - Both teachers still misassigned. World language still not offered. School will move to Deficiency Status.

Troy 7-8: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Physical Education and Health (K-12) and Special Education (P-12). This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 2nd yr.

2006-07 Response: None

OPI Review/Recommendation – 12/07 – One English teacher misassignment corrected and world language is now offered at 7-8 level. One English teacher remains misassigned.

Troy 7-8: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach English in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2008-09 Response: Reorganize the teaching staff to move teacher into the business area. World Language is offered to both 7th and 8th grade through distance learning from Scobey.

OPI Review/Recommendation – 12/08 – World language offered via distance learning. Misassigned English teacher has been moved out of all English courses except one. With reorganization will be moved out of that class next year. Recommend approval of the plan.

Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1st yr.

10.55.713.2 3 classes are overloaded. Second occurrence.

2005-06 Response: District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2nd yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem – two PE classes with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.

Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3rd yr.

2006-07 Response: Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.

Revised Response: The district is reorganizing the industrial arts program to match endorsements of teacher. At the 7/8 level staff is being reassigned to alleviate deviation.

OPI Review/Recommendation – 5/08 - Recommend Approval

Troy High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Metal Working/Welding and Small Engines in grade(s) 9-12 with a secondary level license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Three classes are overloaded by two (2), six (6), and seven (7), respectively. Fourth occurrence.

2007-08 Response: In the process of reorganizing the industrial arts program with the intent of offering courses that are useful to students but within the endorsements of existing staff. Cut off enrollment at 30 students.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A request for a new plan will be made for the March BPE meeting. Will suggest a Class 4 license for welding.

MADISON COUNTY

Ennis Elementary: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 31.43. Second occurrence.

2007-08 Response: Work to reduce staff to below 30.0 FTE

OPI Review/Recommendation – 12/08 – Plan accomplished

Ennis 7-8: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 31.43. Second occurrence.

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

2007-08 Response: Work to reduce staff to below 30.0 FTE Will be offering a ½ unit of World languages for both grades seven and eight for the 2008-09 school year.

OPI Review/Recommendation – 12/08 – Plan accomplished

Ennis High School: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 31.43. Second occurrence.

2007-08 Response: Work to reduce staff to below 30.0 FTE

OPI Review/Recommendation – 12/08 – Plan accomplished

Harrison 7-8, High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 7-8 with an alternative license endorsed for English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher now has a valid license. Spanish teacher will have completed her endorsement by the end of the 2008-09 school year.

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

MISSOULA COUNTY

Bonner 7-8: SY 2007-08 Advice Status

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

2007-08 Response: Will use Rosetta Stone with an elementary teacher teaching the course.

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

Seeley Lake (All Schools): SY 2005-06 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.

10.55.707.1 Teacher does not have a valid Montana teaching license.

2004-2005 Response: School will have issue of non-licensed teacher and non-endorsed administrator resolved by SY 2006-07.

OPI Review/Response – 2/15/07 – Plan accomplished

Seeley Lake (All Schools): SY 2006-07 Deficiency Status

10.55.702.1 New Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) New administrator does not have an administrator's license endorsed for elementary principal.

2006-07 Response: Administrator is in program will finish in June 2008 and be properly endorsed beginning with the 2008-09 school year.

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

Seeley Lake (All Schools): SY 2007-08 Deficiency Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the third year that the district has not employed a properly endorsed superintendent.

2007-08 Response: By June, 2008 will have met the requirements for the Superintendent's endorsement.

OPI Review/Recommendation – 12/08 – Taking the final two courses at MSU Spring of 2009. Will be completed by May, 2009. Recommend approval of the plan and will continue to monitor.

PARK COUNTY

Livingston Public Schools

Park County HS: SY 2005-06 Deficiency Status

10.55.707 Teachers do not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach math in grade(s) 9-12 with a secondary level license endorsed for broadfield science – 1st yr.

10.55.709 Librarian does not have a library endorsement.

2005-2006 Response: The issues of non-licensed and misassigned teachers will be addressed by SY 2006-07.

OPI Review/Response – 2/16/07 – Plan accomplished

Park County High School: SY 2006-07 Advice Status

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

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One English class exceeds 30 students by one (1).

2006-07 Response: District will hire needed .5 FTE librarian for 2007-08 school year and will limit all classes at the HS to 30.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Park County High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher will not be re-hired.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Shields Valley 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher received license in February, 2008.

OPI Review/Recommendation – 12/08 – Plan accomplished.

PHILLIPS COUNTY

Dodson School: SY 2004-05 Advice Status

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Deviations continue to be a problem.

Dodson 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

10.55.708 Teacher is assigned to teach math in grade(s) 7-8 with a secondary level license endorsed for K-12 physical education and health. This is the second year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The ADC was received incomplete with the Five-Year Comprehensive Education Plan effectiveness report omitted.

10.55.708 Teacher is assigned to teach biology and general science in grade(s) 9-12 with a secondary level license endorsed for earth science and broadfield social studies. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: None

OPI Review/Response – 2/3/06 – Improvement plan was not submitted. Math teacher no longer misassigned. Science teacher no longer misassigned. Deviations continue to be a problem.

Dodson School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished

Dodson Elementary: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Physical Education in grade(s) K-6 with a secondary level license endorsed for Physical Education and Library. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Dodson School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 27 students. First occurrence.

2007-08 Response: K-6 Teachers will conduct their own P.E. A counselor was hired.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Dodson 7-8 School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.902.4 Basic instructional program is not met. Music and world language are not offered ½ unit each year in grades seven and eight.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson 7-8 School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for music and world language teachers. All reports will be submitted in timely manner.

OPI Review/Response: Plan partially accomplished; school continues to show basic instructional program is not being met – no Social Studies, Vocational/Technical, Music, Health/PE or World language is being offered. School will stay in Deficiency Status.

Dodson 7-8 School: SY 2006-07 Deficiency

10.55.709.1 Dodson 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.

10.55.902.4 Basic instructional program is not met. Music, World Language, and Vocational Education are not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: A vocational offering was offered. District is still not able to hire a music teacher or schedule a world language course over ITV. Librarian FTE will be assigned to 7-8 beginning with 2007-08 school year.

OPI Review/Recommendation – 12/07 – Librarian assignment made and a fine arts class has been added in place of music. World language is still not offered.

Dodson 7-8 School: SY 2007-08 Deficiency

10.55.708.1 Teacher is assigned to teach Keyboard/Wordprocessing in grade(s) 7-8 with a secondary level license endorsed for Social Studies (Broadfield), History, and Political Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Dodson 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 10 students. First occurrence.

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

2007-08 Response: A certified business teacher, counselor, and music teacher have been hired. World Language is offered through distance learning from Scobey Schools.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Dodson High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 Dodson School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students.

10.55.710 Counselor does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. Two years of World language not being offered.

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. Second occurrence. The school district did not submit an improvement plan to correct accreditation deviations due to the advice or deficiency status of one or more schools in the district for the 2004-05 school year.

2005-2006 Response - Dodson High School: Non-licensed teacher no longer employed with district. Library services will be offered with 2006-07 school year. Will contract with endorsed counselor. Will continue to search for world language teacher. All reports will be submitted in timely manner.

OPI Review/Response: Plan accomplished – no deviations

OPI Review/Recommendation – 12/07 – Business teacher still misassigned. Second teacher no longer teaching English. Recommend disapproval of plan. Need to find out how soon the one course will be offered and/or other options.

Revised Response: District plans to offer world language for 7/8 utilizing ITV system beginning in 2008-2009 school year. HS teacher no longer misassigned.

OPI Review/Recommendation – 5/08 - Recommend Approval

Dodson High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Keyboard/Wordprocessing in grade(s) 7-8 with a secondary level license endorsed for Social Studies (Broadfield), History, and Political Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Dodson 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 10 students. First occurrence.

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

2007-08 Response: New counselor hired. A mistake was made putting in the number of students for this class.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Whitewater High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach physical education in grade(s) 9-10 with a secondary level license endorsed for business education. This is the fourth year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2006-07 Response: Business education teacher lacks on one course to finish endorsement in PE. She is waiting for Northern to offer it.

OPI Review/Recommendation – 12/07 – Business teacher still misassigned. Second teacher no longer teaching English. Recommend disapproval of plan. Need to find out how soon the one course will be offered and/or other options.

Whitewater High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach physical education in grade(s) 9-10 with a secondary level license endorsed for business education. This is the fifth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher received the correct endorsement January, 2008.

OPI Review/Recommendation – 12/08 – Plan accomplished.

PONDERA COUNTY

Conrad High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher received a license December 31, 2008.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Valier School and Kingsbury: SY 2004-05 Advice Status

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.

2004-2005 Response: Superintendent is now endorsed.

OPI Review/Response – 2/03/06 – Plan accomplished.

Valier 7-8 and High School: SY 2003-04 Deficiency / 2004-05 Advice Status

2003-2004 Deviations:

10.55.707 Teacher does not have a valid Montana teaching certificate.

10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level certificate endorsed for English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level certificate endorsed for biology and physical education and health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2003-2004 Response: Teacher is now certified. Spanish teacher is in program to become endorsed in this area. Science teacher will be reassigned.

OPI Review/Response – 12/15/04 – Plan partially accomplished. The district will be notified that teachers working toward endorsements need to enroll in the endorsement internship program.

2004-2005 Deviations:

10.55.702 Superintendent does not have an administrator's license endorsed for superintendent.

10.55.708 Teacher is assigned to teach Spanish in grade(s) 7-12 with a secondary level license endorsed for English. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach general science in grade(s) 9-12 with a secondary level license endorsed for biology and physical education and health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Superintendent is now endorsed. Spanish teacher is completing her endorsement by summer 2006. Science teacher is no longer assigned to this position.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Superintendent is endorsed. Spanish teacher is not enrolled in an approved internship program. Science teacher is properly assigned.

Valier (All Schools): SY 2005-06 Deficiency Status

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

Valier (All Schools): SY 2007-08 Deficiency Status

Counselor does not have a valid Montana teaching license. Third occurrence.

2007-08 Response: Has made application for a Class 5 license.

OPI Review/Recommendation – 12/08 – Plan accomplished

Valier Elementary: SY 2007-08 Deficiency Status

10.55.705.1(c) Valier School does not employ a principal who devotes half time to supervision and administration. School's current licensed FTE is 8.5. First occurrence.

2007-08 Response: A part-time principal will be hired

OPI Review/Recommendation – 12/08 – no longer deficient in this area.

Valier 7-8, Valier High School

10.55.708.1 Teacher is assigned to teach Spanish in grade(s) 7-8 with a secondary level license endorsed for English – 3rd yr.

2005-2006 Response: Counselor has a counseling degree and is working on getting her license – should be completed in the summer of 2007. Misassigned teacher working on her endorsement.

OPI Review/Response –2/21/07 – Both issues remain. School remains in Deficiency Status.

10.55.707.1 All schools - counselor does not have a valid Montana teaching license.

2006-07 Response: Counselor is scheduled to complete her endorsement in spring of 2008. World language misassignment will be corrected for 2007-08 school year.

OPI Review/Recommendation – 12/07 – School remains in Deficiency Status. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Valier High School: SY 2007-08 Deficiency Status

10.55.705.1(c) Valier High School does not employ a principal who devotes half time to supervision and administration. School's current licensed FTE is 8.375. First occurrence.

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

2007-08 Response: A part-time principal has been hired. Teacher no longer employed.

OPI Review/Recommendation – 12/08 – no longer deficient in this area.

POWDER RIVER COUNTY

Broadus 7-8: SY 2007-08 Advice Status

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

2007-08 Response: Will offer one semester of World Language for 7-8th graders

OPI Review/Recommendation – 12/08 – plan accomplished

POWELL COUNTY

Avon Elementary: SY 2007-08 Advice Status

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 35 students. First occurrence.

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: Counselor was hired. Will attend the Montana Small Schools Alliance counseling and library accommodations training in Helena on August 18, 2008.

OPI Review/Recommendation – 12/08 – Have not submitted an alternative standard for library. Contacted the County Superintendent and he will make sure they submit the paperwork.

Elliston Elementary: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: A licensed counselor's services have been contracted to provide counseling.

OPI Review/Recommendation – 12/08 – Plan completed

Garrison Elementary: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: A licensed counselor's services have been contracted to provide counseling.

OPI Review/Recommendation – 12/08 – Plan completed

Gold Creek Elementary: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: A licensed counselor's services have been contracted to provide counseling.

OPI Review/Recommendation – 12/08 – Plan completed

Helmville Elementary: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: A licensed counselor's services have been contracted to provide counseling.

OPI Review/Recommendation – 12/08 – Plan completed

Ovando Elementary: SY 2007-08 Advice Status

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: A licensed counselor's services have been contracted to provide counseling.

OPI Review/Recommendation – 12/08 – Plan completed

PRAIRIE COUNTY

Terry K-12 Schools

Terry 7-8: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach history and geography with secondary certificate endorsed for Family/Consumer Science -3rd Year

2005-2006 Response: Teacher will no longer be assigned for those classes.

OPI Review/Response –2/15/07 – Plan accomplished.

Terry 7-8: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is no longer employed with district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Terry High School: SY 2006-07 Advice Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach current events in grade(s) 9-12 with a secondary level license endorsed for history and physical education & health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher is no longer employed with district. Misassigned teacher is working on his endorsement in Geography.

OPI Review/Recommendation – 12/07 – Non-licensed teacher is gone. Recommend plan for misassigned teacher be disapproved and district encouraged to get the teacher in to an internship program.

Revised Response: The district will arrange for teacher to enter internship program.

OPI Review/Recommendation – 5/08 - Recommend Approval

Terry High School: SY 2007-08 Advice Status

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

10.55.708.1 Teacher is assigned to teach Social Studies in grade(s) 9-12 with a secondary level license endorsed for History and Physical Education & Health K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Both teachers have been accepted into internship programs.

OPI Review/Recommendation – 12/08 – Plan accomplished

RAVALLI COUNTY

Florence Carlton High School: SY 2004-05 Deficiency Status

10.55.708 Teacher is assigned to teach physics in grade(s) 9-12 with a secondary level license endorsed for biology. This is the third year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach family consumer science in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is assigned to teach graphic arts and woods in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 and art K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708 Teacher is teaching English in high school with an elementary level license endorsed for special education P-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709 Florence-Carlton High School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fifth occurrence.

2004-2005 Response: Physics teacher has been replaced. Family consumer sciences teacher has been reassigned. **Graphic arts and woods teacher will be reassigned appropriately.** English teacher will be appropriately assigned. Every effort will be made to meet the library FTE requirement.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Physics, FCS, and English teachers are all appropriately assigned. Graphic arts and woods teacher is still misassigned. A full-time librarian has been assigned.

OPI Review Response – 2/15/07 – Plan accomplished

Florence-Carlton 7-8: SY 2006-07 Advice Status

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

2006-07 Response: District will apply for middle school status in the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Recommend approval – monitor.

Florence-Carlton 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Reading in grade(s) 7 with a secondary level license endorsed for History and Physical Education and Health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(a) Florence-Carlton 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 129 students. First occurrence.

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

2007-08 Response: Teacher now has a valid teaching license. Teacher will not be misassigned during the 2008-09 school year. Hire 2 FTE librarians for the 2008-09 SY and have committed to employ one more FTE by 2010-2011. Will offer vocational technical education ½ unit each year in grades seven and eight.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor.

Hamilton High School: SY 2007-08 Advice Status

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

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

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 569 students. Second occurrence.

2007-08 Response: Special Education teacher is now properly endorsed. PE teacher agreed to enroll in an internship program. Plan to apply for a library alternative standard.

OPI Review/Recommendation – 12/08 – Special Education teacher is properly endorsed and the P.E. teacher is enrolled in an internship program. Have not received an alternative plan for the library standard – will continue to monitor that portion of the plan.

RICHLAND

Fairview Elementary: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Reading in grade(s) 6 with a secondary level license endorsed for Health and Physical Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: PE teacher will not be teaching reading. Librarian is now fully endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Fairview 7-8: SY 2007-08 Deficiency Status

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

2007-08 Response: Librarian is now fully endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Fairview High School: SY 2007-08 Deficiency Status

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

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

2007-08 Response: Social Studies teacher is no longer teaching P.E. Librarian is now fully endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Lambert K-12 Schools

Lambert 7-8, Lambert High School: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: Teacher will not be employed for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Teacher is no longer employed.

Lambert 7-8, High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

2007-08 Response: Teacher renewed under the condition that he be properly licensed and endorsed by January 1, 2009.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan will monitor after January 1, 2009 to see if licensed – if the teacher does not receive a license after January 1, 2009, recommend an onsite visit and intensive technical assistance.

ROOSEVELT COUNTY

Brockton Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

2007-08 Response: Teacher received a valid license on January 7, 2008. Teacher received a library endorsement during the past school year.

OPI Review/Recommendation – 12/08 – Plan completed

Brockton 7-8: SY 2007-08 Advice Status

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

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

2007-08 Response: Teacher received a library endorsement during the past school year. Did not have a teacher last year, continue trying to find a certified music teacher.

OPI Review/Recommendation – 12/08 – Teacher received a library endorsement – Hired a non-licensed music teacher. If licensure issue not satisfied by 12/1/2008 Superintendent & Board Chair will be called to the January, 2009 BPE meeting.

Froid High School: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher will be properly licensed by 2007-08 school year.

OPI Review/Recommendation – 12/07 – Teacher is now licensed.

Froid High School: SY 2007-08 Deficiency Status

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

2007-08 Response: Teacher received her license on 9/9/2008.

OPI Review/Recommendation – 12/08 – Plan completed

Frontier Elementary: SY 2007-08 Advice Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 6 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English/Language Arts, General Social Science and Music in grade(s) PK-6 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the district both time and monetarily. English teacher is working toward an elementary certification and will be completed the summer of 2009.

OPI Review/Recommendation – 12/08 – recommend approval of the plan and will continue to monitor.

Frontier 7-8: SY 2007-08 Advice Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Art, Latin and Music in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Automotive Technology in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Physical Education and Health (K-12). This is the third year

the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Keyboard/Word Processing in grade(s) 7-8 with a secondary level license endorsed for Family and Consumer Sciences and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the district both time and monetarily. Art teacher is working toward an elementary certification and will be completed the summer of 2009. Corrected the auto tech and keyboarding by replacing courses with better aligned subject matter.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor

Wolfpoint Schools

Northside Elementary: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 4-6 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Will place a properly endorsed principal in that position for the 2008-09 SY. A properly special education teacher is now in place.

OPI Review/Recommendation – 12/08 – plan completed.

Wolfpoint 7-8: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

2007-08 Response: Principal will have the proper endorsement by the 2009-2010 school year.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor.

Wolfpoint High School: SY 2007-08 Advice Status

10.55.709.1(b) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 280 students. Second occurrence.

2007-08 Response: Will rearrange library FTE to meet accreditation.

OPI Review/Recommendation – 12/08 – plan completed.

ROSEBUD COUNTY

Ashland Elementary: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World language is not offered via distance learning.

Ashland 7-8: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World language is not offered via distance learning. School goes to Deficiency Status.

Ashland Public Schools (All Schools): SY 2006-07 Advice Status

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 2nd yr.

10.55.710.3 School and/or district with fewer than 125 students does not provide school counseling services. 2nd yr.

2006-07 Response: District will hire a counselor and arrange for one of the staff members to participate in librarian internship program.

OPI Review/Recommendation – 12/07 – Plan partially accomplished. Librarian FTE not showing on ADC.

Ashland Public Schools (All Schools): SY 2007-08 Deficiency

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 43 students. Third occurrence.

2007-08 Response: Currently have a teacher who just got certified in Library and is waiting on a new certificate.

OPI Review/Recommendation – 12/08 – Librarian not properly endorsed – recommend disapproval of the plan and will request a new plan be submitted by the March BPE meeting.

Colstrip High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach History in grade(s) 9-12 with a secondary level license endorsed for Physical Education & Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher was issued a license on January 18, 2008. Misassigned teacher has a plan to complete the necessary endorsement in the 2009-10 SY.

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

Forsyth High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 9-12 with a secondary level license endorsed for English and Psychology. This is the first year the district has misassigned this teacher.

2007-08 Response: Teacher complete and received proper endorsement on March 13, 2008.

OPI Review/Recommendation – 12/08 – plan completed.

Lame Deer 7-8: SY 2007-08 Advice Status

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

2007-08 Response: For the 2008-09 SY a K-8 endorsed teacher will teach a music class for 7th and 8th graders.

OPI Review/Recommendation – 12/08 – plan completed.

SANDERS COUNTY

Paradise School: SY 2006-07 Advice Status

10.55.710.3 Paradise School and/or district has fewer than 125 students and does not provide school counseling services.

2006-07 Response: District will be applying for an alternative standard.

OPI Review/Recommendation – 12/07 – Recommend approval of plan to apply for alternative standard.

Paradise School: SY 2007-08 Deficiency Status

10.55.708.1 Principal is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for Social Studies (Broadfield) and Principal K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Paradise School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 31 students. Second occurrence.

2007-08 Response: Principal was reassigned to teach only Social Studies grades five and up and Title One and reading to all grade levels. An alternative variance for counseling has apparently been approved. Paradise will send a copy.

OPI Review/Recommendation – 12/08 – Principal assigned as a paraprofessional aide for Title I. Recommend approval of the plan.

Plains Elementary: SY 2007-08 Advice Status

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

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

OPI Review/Recommendation – 12/08 – Plan accomplished

Plains 7-8: SY 2007-08 Advice Status

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

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

Note: Approved variance(s) has not been followed. First occurrence.

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2). Will offer Spanish to 8th graders first semester & 7th graders second semester

OPI Review/Recommendation – 12/08 – Plan accomplished

Plains High School: SY 2007-08 Advice Status

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

2007-08 Response: Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

OPI Review/Recommendation – 12/08 – Plan accomplished

SHERIDAN COUNTY

Medicine Lake High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Accounting in grade(s) 9-12 with a secondary level license endorsed for Music K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Business teacher became endorsed January, 2008. World Language is offered two units at the high school level.

OPI Review/Recommendation – 12/08 – Plan completed

Plentywood 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

2004-2005 Response: District is working toward resolving this issue as soon as possible.

OPI Review/Response – 2/03/06 – Plan not accomplished

OPI Review/Response -2/19/07 – Teacher is no longer employed.

Plentywood (All Schools): SY 2005-06 Deficiency Status

Plentywood School

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

Plentywood 7-8, Plentywood HS

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

10.55.707.1 Teacher does not have a valid Montana teaching license - 2nd yr.

2005-2006 Response: Administrator is now licensed. Non-licensed teacher no longer employed.

OPI Review/Response – 2/20/07 - Plan accomplished

Plentywood (All Schools): SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is now licensed.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Plentywood 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).

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

2007-08 Response: Teacher is enrolled in the Northern Plains Transition to Teaching program at MSU-Bozeman. A semester of world languages will be offered at each grade level in the Jr. High.

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of this part of the plan and an onsite visit and intensive technical assistance.

Recommend approval of the world language part of the plan.

Plentywood High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of the plan and an onsite visit and intensive technical assistance.

STILLWATER COUNTY

Columbus Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: License was issued on December 18, 2007.

OPI Review/Recommendation – 12/08 – plan completed.

Columbus 7-8, HS: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher has a valid Montana teaching license.

OPI Review/Recommendation – 12/08 – plan completed.

Rapelje School: SY 2005-06 Advice Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for business education and physical education and health K-12 – 1st yr.

2005-2006 Response: Teacher is applying for internship program.

OPI Review/Response – 2/21/07 – Plan accomplished

Rapelje 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: World Language offering will be available with the 2007-08 school year. ITV system has been down.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Rapelje High School: SY 2006-07 Advice Status

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. 1st yr.

2006-07 Response: World Language offering will be available with the 2007-08 school year. ITV system has been down.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Rapelje 7-8: SY 2007-08 Deficiency Status

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

2007-08 Response: World languages offered on-line to both 7th and 8th graders.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Rapelje High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach History in grade(s) 11 with a secondary level license endorsed for Industrial Arts and Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Teacher no longer assigned as history teacher. World languages offered on-line to both 7th and 8th graders.

OPI Review/Recommendation – 12/08 – Plan accomplished.

Reedpoint 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. Art is not offered ½ unit each year in grades seven and eight. 1st yr.

2006-07 Response: District will add Art for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Reedpoint High School: SY 2007-08 Advice Status

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

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

2007-08 Response: Teacher is in an approved OPI internship program. Offer two units of foreign language (Spanish I, II)

OPI Review/Recommendation – 12/08 – Plan accomplished.

TOOLE COUNTY

Shelby (All Schools): SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher no longer employed. Consolidated the music program.

OPI Review/Recommendation – 12/08 – Plan completed

Sunburst MS: SY 2007-08 Advice Status

10.55.902.3 Middle school curriculum does not include World Language as required. First occurrence.

2007-08 Response: Failed to show that offered it, no students enrolled. Offering Spanish for the 2008-09 SY.

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

VALLEY COUNTY

Frazer Public Schools

Frazer Schools (All schools): 2005-06 Deficiency Status

Frazer Elementary

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1st yr.

Frazer 7-8

10.55.707.1 Teacher does not have a valid Montana teaching license.

Frazer High School

10.55.707.1 Two teachers do not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach business in grade(s) 9-12 with a secondary level license endorsed for social studies broadfield – 1st yr.

2005-2006 Response: None received.

OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. **Misassigned teacher appropriately assigned.**

Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer High School: SY 2006-07 Advice Status

10.55.710 Teacher does not have a counseling endorsement.

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

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Third occurrence; first occurrence for this teacher.

10.55.710.3 Frazer Elementary School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 52 students. First occurrence.

2007-08 Response: Teacher is licensed and endorsed. A counselor has been hired who is licensed and endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Frazer 7-8: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade 7 and Life Science in grade 8 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Frazer 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 17 students. First occurrence.

2007-08 Response: A new science teacher has been hired. A counselor has been hired who is licensed and endorsed.

OPI Review/Recommendation – 12/08 – Counselor is licensed and endorsed. The new science teacher is also unlicensed – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.

Frazer High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

10.55.708.1 Teacher is assigned to teach Native American Studies in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Teacher no longer employed. History teacher will only teach in endorsed areas. Native American language will be taught by a properly endorsed teacher. World language will be offered via distance learning from Scobey.

OPI Review/Recommendation – 12/08 – All deficiencies corrected except unlicensed teachers (science, tech ed.) – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.

Lustre Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher is now licensed and properly endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Nashua Elementary: SY 2007-08 Advice Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.705.1(b)(i) School does not employ a principal who devotes half time to supervision and administration. School's current licensed FTE (or enrollment) is 8.62. First occurrence.

2007-08 Response: Superintendent now has proper endorsement and FTE is below 8.0

OPI Review/Recommendation – 12/08 – Plan completed

Nashua 7-8, High School: SY 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Superintendent now has proper endorsement. Teacher was licensed on June 11, 2008.

OPI Review/Recommendation – 12/08 – Plan completed

Opheim Schools (All Schools): SY 2005-06 Advice Status

Opheim School

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.

10.55.708.1 Teacher is assigned to teach health/physical education in grade(s) K-6 with a secondary level license endorsed for business education – 2nd yr.

Opheim 7-8

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.

10.55.708.1 Teacher is assigned to teach history in grade(s) 7-8 with a secondary level license endorsed for physical education and health K-12 – 2nd yr.

10.55.708.1 Teacher is assigned to teach music and health/physical education in grade(s) 7-8 with a secondary level license endorsed for business education – 2nd yr.

10.55.708.1 Teacher is assigned to teach general agriculture in grade(s) 7-8 with a secondary level license endorsed for physical education and health K-12 – 1st yr.

Note: School has more than 5 percent of its total instructional assignments taught by misassigned staff.

Opheim High School

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.

10.55.708.1 Teacher is assigned to teach music in grade(s) 9-12 with a secondary level license endorsed for business education – 2nd yr.

10.55.708.1 Teacher is assigned to teach history and civics/government in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 - 2nd yr.

10.55.708.1 Teacher is assigned to teach general agriculture in grade(s) 9-12 with a secondary level license endorsed for physical education and health K-12 – 1st yr.

10.55.708.1 Teacher is teaching music in high school with an elementary level license – 1st yr. **Note:** School has more than 5 percent of its total instructional assignments taught by misassigned staff.

2005-2006 Response: Administrator plans to be endorsed by summer of 2007. Misassignments are problematic in that teachers come and go – some are working on endorsements – some the district simply cannot hire due to lack of candidates.

OPI Review/Response – 2/21/07 – Current projected status for 2006-07:

Elementary – Deficiency – administrator still not endorsed.

7-8 – Deficiency – administrator still not endorsed; three misassigned teachers (still more than 5 percent); and no World language being offered.

HS – Deficiency – administrator still not endorsed and three misassigned teachers (still more than 5 percent).

Opheim Public Schools (All Schools) SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 2nd yr.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal. 2nd yr.

2006-07 Response: Administrator is now endorsed as K-12 principal. Administrator will be eligible for a superintendent's endorsement by the 2008-09 school year.

OPI Review/Recommendation – 12/07 – Recommend approval.

Opheim 7-8: Additional Deviations

10.55.708.1 Teacher is assigned to teach General Agriculture in grade(s) 7-8 with an elementary level license endorsed for Physical Education & Health K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Music in grade(s) 7-8 with a secondary level license endorsed for Biology and Science Broadfield. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Music and Health/Physical Education in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the third year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

Note: School has more than 5% of its total instructional assignments taught by misassigned staff.

2006-07 Response: Teachers who are misassigned are no longer employed with the district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Opheim High School: Additional Deviations

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

10.55.708.1 Teacher is assigned to teach General Agriculture in grade(s) 9-12 with a secondary level license endorsed for Physical Education & Health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

Note: School has more than 5% of its total instructional assignments taught by misassigned staff.

2006-07 Response: Teachers who are misassigned are no longer employed with the district.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Opheim Elementary: SY 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. Third occurrence.

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for Music. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent received endorsement June, 2008. Elementary teacher no longer employed.

OPI Review/Recommendation – 12/08 – Superintendent endorsed – Plan accomplished

Ophiem 7-8: SY 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. Third occurrence.

2007-08 Response: Superintendent received endorsement June, 2008.

OPI Review/Recommendation – 12/08 – Superintendent endorsed – Plan completed

Opheim High School: SY 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. Third occurrence.

10.55.708.1 Teacher is assigned to teach Business Communications, Accounting, General Business, and Marketing in grade(s) 9-12 with a secondary level license endorsed for T&I – Computer Information Systems. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Superintendent received endorsement June, 2008. Teacher is pursuing a business endorsement. Will restructure the department to provide students with computer technology courses instead of business.

OPI Review/Recommendation – 12/08 – Plan completed

WHEATLAND COUNTY

Harlowton Schools - Hillcrest School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.803 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equal access to learning resources, including technology.

10.55.901 Duncan Ranch, Martinsdale, and Spring Water Colonies do not have an education program aligned to the program area standards that enables students to meet the content and performance standards.

10.55.1003 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equitable access to all facilities, technology, equipment, materials, and services necessary to support the instructional process; access to a variety of current technologies and informational resources.

10.54.7510 Duncan Ranch, Martinsdale, and Spring Water Colonies do not meet the technology content and performance standards.

2005-2006 Response: Teacher is a paraprofessional not a teacher. Superintendent believes the Martinsdale attendance center should have the option not to have computers. They are teaching GPS, programmed sewing machines and technology in the practical world.

OPI Review/Response – 2/21/07 – Teacher/paraprofessional is now licensed. Equal access is still an accreditation issue. School remains in Deficiency Status.

Hillcrest School: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach All Title I in grade(s) K-8 with a secondary level license endorsed for K-12 Music. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach All title I in grade(s) K-8 with a secondary level license endorsed for Family and Consumer Sciences. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.803 Duncan Ranch, Martinsdale, and Spring Water Colonies do not provide equal access to learning resources, including technology. 2nd yr.

10.55.901 Duncan Ranch, Martinsdale, and Spring Water Colonies do not have an education program aligned to the program area standards that enables students to meet the content and performance standards. 2nd yr.

10.54.7510 Duncan Ranch, Martinsdale, and Spring Water Colonies do not meet the technology content and performance standards. Second occurrence.

OPI Review/Recommendation – 12/07 – Deviations other than equal access issues have been corrected. OPI is working with Harlowton to address those issues. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Hillcrest School: SY 2007-08 Deficiency Status

10.55.705.1(b)(ii) Hillcrest School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.57. First occurrence.

10.55.803 Duncan Ranch, Martinsdale, and Spring Water Attendance Centers do not provide equal access to learning resources, including technology. Third occurrence.

10.55.901 Duncan Ranch, Martinsdale, and Spring Water Colonies do not have an education program aligned to the program area standards that enables students to meet the content and performance standards. Third occurrence.

10.54.7510 Duncan Ranch, Martinsdale, and Spring Water Attendance Centers do not meet the technology content and performance standards. Third occurrence.

2007-08 Response: Hillcrest School's FTE was miscalculated and should have been 2.428 – full time principal unnecessary. A new plan was submitted that follows the technology content and performance standards.

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

Judith Gap K-12 Schools

Judith Gap School: SY 2006-07 Advice Status

10.55.709 Judith Gap School does not provide library services. 1st yr.

10.55.710 Teacher does not have a counseling endorsement. 1st yr.

2006-07 Response: Teacher is working on her library endorsement. Teacher will be enrolled in counseling internship program.

OPI Review/Recommendation – 12/07 – Recommend approval but encourage teacher to enroll in the library internship program.

Judith Gap 7-8: SY 2006-07 Advice Status

10.55.709.1 Judith Gap 7-8 School does not provide an endorsed librarian for the 7th and 8th grades funded at the high school rates. 1st yr.

10.55.710 Sandra Woldstad does not have a counseling endorsement. 1st yr.

2006-07 Response: Teacher is working on her library endorsement. Teacher will be enrolled in counseling internship program.

OPI Review/Recommendation – 12/07 – Recommend approval but encourage teacher to enroll in the library internship program.

Judith Gap 7-8: SY 2007-08 Advice Status

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

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

2007-08 Response: A licensed librarian has been hired. World languages offered on line through Rosetta Stone with additional cultural component.

OPI Review/Recommendation – 12/08 – Plan completed

Judith Gap High School: SY 2007-08 Advice Status

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

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

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

2007-08 Response: Hired a properly endorsed Art teacher. A licensed librarian has been hired. World languages offered on line through Rosetta Stone with additional cultural component.

OPI Review/Recommendation – 12/08 – Plan completed

YELLOWSTONE COUNTY

Billings Schools:

Billings West High School - SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Note: It is acknowledged that an emergency license was issued December 8, 2005.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Eight classes have 31 students each.

2005-2006 Response: License issue addressed. Will monitor overloads and work to eliminate.

OPI Review/Response – 2/21/07 – Four classes still have overloads. School now Regular with Deviations Status.

Highland School - SY 2006-07 Advice Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .740 FTE for 296 students. 2nd yr.

2006-07 Response: No plan provided.

OPI Review/Recommendation – 12/07 – Monitor.

Meadowlark School - SY 2006-07 Advice Status

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

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.293 FTE for 517 students. 2nd yr.

2006-07 Response: Meadowlark enrollment includes special education students attending pre-school at Headstart and community centers. Actual count for accreditation purposes should be 345.

OPI Review/Recommendation – 12/07 – No deviations.

Poly Drive School - SY 2006-07 Advice Status

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .775 FTE for 310 students. 2nd yr.

2006-07 Response: District wants to include social worker and psychologist as well as .5 FTE counselor.

OPI Review/Recommendation – 12/07 – Recommend approval and monitor.

Rose Park School - SY 2006-07 Advice Status

10.55.710.2 Rose Park School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .685 FTE for 274 students. 2nd yr.

2006-07 Response: District will assign .6 FTE counselor for 2007-08 school year.

OPI Review/Recommendation – 12/07 – Plan accomplished.

Boulder School: SY 2007-08 Deficiency Status

10.55.710.1 Boulder School does not provide school counseling services at the elementary level. Third occurrence.

2007-08 Response: Have .8 FTE, increased each year for past six. Have a full time social worker on staff.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Highland School: SY 2007-08 Deficiency Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.72 FTE for 289 students. Third occurrence.

2007-08 Response: Currently have .6 FTE, the FTE allocation has been determined by the needs. State funding available will increase FTE.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Meadowlark School: SY 2007-08 Deficiency Status

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.98 FTE for 392 students. Third occurrence.

2007-08 Response: Currently have .8 FTE, have increased FTE for past six years.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Poly Drive School: SY 2007-08 Deficiency Status

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.75 FTE for 300 students. Third occurrence.

2007-08 Response: Currently have .6 FTE, have increased FTE for past six years.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Billings West High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. First occurrence.
10.55.710 Counselor does not have a counseling endorsement. First occurrence.

2007-08 Response: Teacher no longer employed. Counselor has correct endorsement

OPI Review/Recommendation – 12/08 – Plan accomplished

Elder Grove School: SY 2007-08 Advice Status

10.55.709.1(b) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 261 students. Second occurrence.

2007-08 Response: Have submitted an alternative standard request for library.

OPI Review/Recommendation – 12/08 – Alternative plan pending, will report at the March BPE meeting.

Laurel Public Schools

Fred W. Graff School: SY 2006-07 Advice Status

10.55.710.2 Fred W. Graff School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.135 FTE for 454 students. 1st yr.

2006-07 Response: District is reconfiguring K-8 format to create 1-2, 3-4, and 5-8 schools.

OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows deviation corrected.

Fred W. Graff School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher is currently licensed

OPI Review/Recommendation – 12/08 – Plan accomplished

Laurel MS: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 589 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four (4) PE classes exceed 30 students: two by one (1) each, one by two (2), and one by three (3). Second occurrence.

2007-08 Response: Teacher is currently licensed. The district has adequate amount of library FTE. The district plans to move FTE from the high school to the middle school.

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

Laurel High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher is currently licensed

OPI Review/Recommendation – 12/08 – Plan accomplished

Lockwood Primary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher is currently licensed

OPI Review/Recommendation – 12/08 – Plan accomplished

Shepherd Public Schools

Shepherd Elementary: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 69.9. First occurrence.

10.55.710.2 Shepherd Elementary School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.993 FTE for 397 students. First occurrence.

2007-08 Response: Placed properly endorsed principal in the position. Superintendent listed incorrectly on ADC. Counseling FTE moved around to satisfy accreditation.

OPI Review/Recommendation – 12/08 – Plan accomplished

PRIVATE SCHOOLS

Billings Central: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Teacher received license 10/30/2008

OPI Review/Recommendation – 12/08 – Teacher now licensed

Butte Central: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Sociology in grade(s) 10-12 with a secondary level license endorsed for History and Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher licensed on 12/1/2007. Teacher will not be teaching sociology.

OPI Review/Recommendation – 12/08 – Plan accomplished

Bozeman - Mount Ellis Academy: SY 2004-05 Deficiency Status

10.55.707 Music teacher does not have a valid Montana teaching license.

10.55.708 Teacher is assigned to teach physics in grade 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Music teacher will complete her final course for the music endorsement by September 2005. Physics teacher is working toward either a physics or broadfield science endorsement.

OPI Review/Response – 2/03/06 – Plan not accomplished; music teacher is still not licensed. Physics teacher is not endorsed.

SY 2005-06 Deficiency Status

10.55.703.1(c) Teacher does not have an administrator's license endorsed for secondary principal.

10.55.707.1 Teacher does not have a valid Montana teaching license – 2nd yr.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish – 2nd yr. – 4th yr with program.

10.55.708.1 Teacher is assigned to teach automotive technology in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies and history – 1st yr.

10.55.714 Mount Ellis Academy does not provide the minimum of seven PIR days (42 hours). The school reported 38 hours of PIR.

2005-2006 Response: Administrator is licensed as of 2/8/06. Teacher who is not licensed is working on it – licensed teacher will fill in for the teacher during SY 2006-07. Misassigned teachers are working on their endorsements. Thought the PIR day requirement applied only to Title I schools – will correct for SY 2006-07.

OPI Review/Response – 2/19/07 – Plan not accomplished except for PIR day requirement. In addition to above non-licensed teacher school is using one other non-licensed teacher this year. School will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching licenses.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach automotive tech in grade(s) 12 with a secondary level license endorsed for social studies (broadfield) and history. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: One teacher was a reporting mistake. The other teacher is now fully certified. Physics and automotive teachers are working on their endorsements.

OPI Review/Recommendation – 12/07 – Non-licensed teacher deviations corrected. School needs to look at internship program for misassignments. Recommend disapproval of overall plan. OPI will need to visit school and review situation with the administration.

Mount Ellis Academy: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 12 with a secondary level license endorsed for Biology, Chemistry, and Spanish. This is the fifth year the district has misassigned this teacher. This is the fifth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Automotive Technology in grade(s) 12 with a secondary level license endorsed for Social Studies (Broadfield) and History. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Detailed plan for the science teacher to get a broadfield endorsement. Auto tech will either be taught by properly endorsed teacher or not at all.

OPI Review/Recommendation – 12/08 - Endorsement for auto tech teacher is pending (Class 4) in licensure – will continue to monitor.

Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies – 1st yr.

2005-2006 Response: Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2nd yr.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.

Lustre Christian High School: 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

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

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

Note: School has more than 5% of its total instructional assignments taught by misassigned staff. Second occurrence.

2007-08 Response: Teacher now has an alternative license. Different teacher will teach P.E. who is working with MSU-B to get the endorsement. New Science teacher hired.

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

Busby - Northern Cheyenne Elem and High School: SY 2004-05 Advice Status

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and Federal laws and regulations. The A was received late on January 27, 2005.

2004-2005 Response: The school district will turn in reports on time for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan not accomplished; the ADC was received late and was only partially complete.

Busby - Northern Cheyenne 7-8: SY 2004-05 Deficiency Status

10.55.902 Basic instructional program is not met. Music and technology education are not offered ½ unit each year in grades seven and eight. Second occurrence.

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and Federal laws and regulations. The ADC was received late on January 27, 2005.

2004-2005 Response: Culturally based music program is offered to students and taught by a certified cultural specialist. Teachers certified K-8 also do regular music in classrooms. The school district will turn in reports on time for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan not accomplished; basic instructional program is not being met. The ADC was received late and was only partially complete.

Busby - Northern Cheyenne Tribal Schools: SY 2005-06 Deficiency Status

All Schools:

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The Annual Data Collection was received late and incomplete on December 28, 2005. Sixteen of the 17 required reports were not submitted. The calendar and master schedules were not submitted – 2nd yr.

10.55.710 Teacher does not have a counseling endorsement – 1st yr.

Northern Cheyenne 7-8

10.55.902.4 Basic instructional program is not met. Math, English, and social studies are not offered one unit each year in grades seven and eight – 1st yr. Music is not offered ½ unit each year in grades seven and eight – 3rd yr.

2005-2006 Response: None

OPI Review/Response – 2/19/07 – All reports are complete. Vocational/technical and music credit not offered. School remains in Deficiency Status.

Busby - Northern Cheyenne Tribal Schools

Northern Cheyenne Elementary: SY 2006 -07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

10.55.705.1(c) Northern Cheyenne Elementary School does not employ a principal who devotes half time to supervision and administration. 1st yr.

10.55.709.2 Northern Cheyenne Elementary School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1st yr.

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Now has assigned elementary principal FTE. Have not been able to fill library position.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Elementary principal is not endorsed. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne 7-8: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

10.55.708.1 Teacher is assigned to teach Life Science, General Social Science, Math, Reading and English in grade(s) 7-8 with a secondary level license endorsed for Health & Physical Education. 1st yr.

10.55.709.2 Northern Cheyenne 7-8 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1st yr.

10.55.902.4 Basic instructional program is not met. Vocational Ed. and Music are not offered ½ unit each year in grades seven and eight. 1st yr. (Vocational Ed.) and 3rd yr. (Music).

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher has now been properly assigned. Have not been able to fill library, vocational, and music positions.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne High School: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1st yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1st yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1st yr.

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

10.55.904.2 Basic instructional program is not met. Vocational Education is not offered two units each year at the high school level. 1st yr.

2006-07 Response: Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher is no longer employed by school. Have not been able to fill vocational and music positions.

OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Northern Cheyenne Elementary: 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

10.55.703.1(c) Teacher does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

2007-08 Response: Superintendent submitted paperwork for internship. Principal received class 3 endorsement. Teacher no longer employed. Teacher is now licensed.

OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished

Northern Cheyenne 7-8, High School: 2007-08 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.902.4 Basic instructional program is not met. Vocational Technical Education and Music are not offered ½ unit each year in grades seven and eight. Second occurrence for Vo-Ed and fourth occurrence for Music.

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

2007-08 Response: Superintendent submitted paperwork for internship. Teacher properly licensed. Vocational and Music offered. Two units of Business classes offered at the high school.

OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished

St. Labre Catholic School: 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Computer Applications, and Keyboard/Word Processing in grade(s) 9-12 with a secondary level license endorsed for Biology. This is the first year the district has

misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .42 FTE for 167 students. First occurrence.

2007-08 Response: Unlicensed teacher not employed at the high school. Business teacher replaced with a properly endorsed teacher. Full time counselor employed

OPI Review/Recommendation – 12/08 – Plan accomplished

Summary of Improvement Plans Submitted by Schools Receiving Regular with Deviation Status Due to Misassignments

2007-08 MASTER

Color Key: Black – General Deviation Comments **Red** – Significant and/or On-going Deviation Issues **Blue** – OPI Comment/Recommendations (Previous) **Green** – OPI Comment/Recommendations (Current)

BIGHORN COUNTY

Hardin MS: SY 2007-08

10.55.708.1 Teacher is assigned to teach Mathematics in grade 8 with a secondary level license endorsed for History and English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-2008 Response: The teacher has applied to MSU-Bozeman to acquire an endorsement in math and we continue to look for a properly endorsed math teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan and will request a new plan of improvement by the March BPE meeting.

BLAINE COUNTY

Chinook High School: SY 2007-08

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

2007-08 Response: The teacher is working on a mathematics endorsement at MSU-Northern. The timeline for completion is prior to the 2009-10 school year.

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

CARBON COUNTY

Fromberg 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach Health/Physical Education in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710 Teacher does not have a counseling endorsement. First occurrence.

2007-08 Response: PE teacher no longer employed. Counselor in an internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

Red Lodge High School: SY 200708

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

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

2007-08 Response: Physics teacher is receiving a masters in education and certification to teach physics. He will be completed in December. Geography teacher will not be teaching geography.

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

CARTER COUNTY

Carter County High School: SY 2007-08

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

2007-08 Response: We are advertising for a Highly Qualified music teacher and will continue to do so until the position is filled. In the meantime, we will continue with a misassigned person in this position who is definitely in the position until a qualified person is found.

OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor

CASCADE COUNTY

Belt High School: SY 2007-08

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

2007-08 Response: We currently do not have someone on staff that is properly endorsed but we will continue to offer the course because it prepares students for independent living. We will continue to support our current teacher in professional development and continue to search for a properly endorsed teacher.

OPI Review/Recommendation – 12/08 – will encourage the school to enroll teacher in an internship program. Recommend disapproval of the plan.

Great Falls Public Schools

Riverview Elementary: SY 2007-08

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

2007-08 Response: Teacher is presently enrolled in an OPI approved internship.

OPI Review/Recommendation – 12/08 – Plan accomplished

Valley View Elementary: SY 2007-08

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

2007-08 Response: Teacher is presently enrolled in an OPI approved internship.

OPI Review/Recommendation – 12/08 – Plan accomplished

Simms High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Music in grade(s) 9-12 with a secondary level license endorsed for Elementary Curriculum. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is enrolled in an OPI approved internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

CHOUTEAU COUNTY

Geraldine 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach General Shop in grade(s) 7-8 with a secondary level license endorsed for Biology and PE/Health. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: The teacher is a retired teacher that served in another district. We looked at paying for her to obtain her endorsement, but this is not possible for her at this time. We will advertise for a properly endorsed teacher or not offer shop next year.

OPI Review/Recommendation – 12/08 – Recommend approval

DAWSON COUNTY

Richey High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Biology/Physiology and Physics in grade(s) 9-12 with a secondary level license endorsed for Earth Science. This is the second year the district has

misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed

OPI Review/Recommendation – 12/08 – Recommend approval

FALLON COUNTY

Baker High School: SY 2007-08

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

2007-08 Response: A properly licensed and endorsed teacher has been employed to teach math.

OPI Review/Recommendation – 12/08 – Plan accomplished

FERGUS COUNTY

Grass Range 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Health/Physical Education in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: The misassigned teacher is currently registered and taking Biology 241 and Health and PE 233 thru MSU-Northern.

OPI Review/Recommendation – 12/08 – Recommend approval

Roy High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Art in grade(s) 9-12 with an elementary level license endorsed for Reading and Elementary curriculum. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English/Language Arts in grade(s) 9-12 with an elementary level license endorsed for Reading and Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Art teacher is now properly endorsed. Elementary teacher is working with University of Great Falls to obtain the correct endorsement. All coursework will be completed by the spring of 2010.

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

Winifred High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach AP Studio Art & 2-D Design in grade(s) 9-12 with a secondary level license endorsed for History, English, Superintendent, Principal K-12. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Art teacher no longer employed.

OPI Review/Recommendation – 12/08 – Plan accomplished

FLATHEAD COUNTY

Columbia Falls High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Electronics, General Shop, and Metal Working/Welding in grade(s) 9-12 with a secondary level license endorsed for History and T&I – Building Trades. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Shop teacher no longer employed

OPI Review/Recommendation – 12/08 – Plan accomplished

Deer Park Elementary, 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach Spanish and General Science in grade(s) 7-8 with a secondary level license endorsed for Mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has been assigned 5-8 math instruction only.

OPI Review/Recommendation – 12/08 – Plan accomplished

Flathead High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Earth Science and Physics in grade(s) 10-12 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

10.55.708.1 Teacher is assigned to teach Math in grade(s) 10-12 with a secondary level license endorsed for Physics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: While not quite in compliance, most of the science teachers are teaching in their correct subject areas. Hire more people with broadfield science. Math teacher is continuing his efforts to secure his Math certification.

OPI Review/Recommendation – 12/08 – Need a more definite plan with timelines – recommend disapproval of the plan.

Glacier High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Electronics, Automotive Technology, and Building Trades in grade(s) 9-12 with a secondary level license endorsed for Agriculture. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed with the district. Replacement has the correct endorsement.

OPI Review/Recommendation – 12/08 – Plan accomplished

Somers Middle School: SY 2007-08

10.55.708.1 Teacher is assigned to teach General Shop in grade(s) 7-8 with an secondary level license endorsed for Physical Education & Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has made arrangements with MSU-Northern to complete the course work. He will be completed with the endorsement the fall of 2010.

OPI Review/Recommendation – 12/08 – Recommend approval

Swan River School, 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach Art and All Title I in grade(s) 7-8 with a Specialist license endorsed for School Counselor (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 7-8 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Will use an elementary endorsed teacher to teach art. A properly endorsed teacher will teach Title I. Special Ed teacher is enrolled in an out of state program. She will have her endorsement fulfilled the summer of 2009.

OPI Review/Recommendation – 12/08 – Recommend approval

Whitefish High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English/Language Arts in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Special Ed teacher no longer employed. A properly endorsed person has been hired. Miscoded her teaching assignment last year. Special Ed teacher has the correct endorsements now.

OPI Review/Recommendation – 12/08 – Plan accomplished

GALLATIN COUNTY

Belgrade Public Schools

Heck/Quaw Elementary: SY 2007-08

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) PK with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has obtained a Class 5 license and started the academic work to become fully licensed as a regular elementary teacher. She will have her endorsement no later than June 30, 2010.

OPI Review/Recommendation – 12/08 – Recommend approval

Belgrade High School: SY 2007-08

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

2007-08 Response: Teacher was issued a broad field endorsement January 22, 2008.

OPI Review/Recommendation – 12/08 – Plan accomplished

LaMotte Elementary, 7-8: SY 2007-08

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

2007-08 Response: Received a library variance

OPI Review/Recommendation – 12/08 – Plan accomplished

West Yellowstone 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach General Shop in grade(s) 7-8 with a secondary level license endorsed for Social Studies (Broadfield) and History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Hired a new certified Industrial Arts Teacher

OPI Review/Recommendation – 12/08 – Plan accomplished

West Yellowstone High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach History in grade(s) 9-12 with a secondary level license endorsed for English and an elementary endorsement for Library (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Teacher will not be teaching Current Issues during the 2008-09 school year. Hired a new certified Industrial Arts Teacher

OPI Review/Recommendation – 12/08 – Plan accomplished

GLACIER COUNTY

CutBank High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Health in grade(s) 9-12 with an elementary level license endorsed for School Counseling and Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9-10 with a secondary level license endorsed for Chemistry and Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Counselor no longer teaching health classes. Biology teacher no longer teaching Earth Science. Math teacher is working toward proper endorsement and is in an internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

GRANITE COUNTY

Granite County High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9-12 with a secondary level license endorsed for History, English, and Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is no longer employed.

OPI Review/Recommendation – 12/08 – Plan accomplished

HILL COUNTY

Rocky Boy 7-8, High School: SY 2007-08

10.55.703.1(c) Principal does not have an administrator's license endorsed for a secondary principal. This is the first year that the district has not employed a properly endorsed principal.
10.55.708.1 Teacher is assigned to teach General Social Science in grade(s) 9-12 with a secondary level license endorsed for English and German. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Hired a principal who is properly endorsed. Teacher will not be assigned any teaching duties outside her endorsement area.

OPI Review/Recommendation – 12/08 – Plan accomplished

JEFFERSON COUNTY

Jefferson High School: SY 2007-08

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

2007-08 Response: Will work within three years to hire teachers with physical science endorsements.

OPI Review/Recommendation – 12/08 – Recommend approval

Whitehall High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Psychology in grade(s) 11-12 with a secondary level license endorsed for English and Principal (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has been reassigned classes that she is endorsed for.

OPI Review/Recommendation – 12/08 – Plan accomplished

JUDITH BASIN COUNTY

Geyser 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Art in grade(s) 9-12 with an Alternative License endorsed for Agriculture. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed with the district.

OPI Review/Recommendation – 12/08 – Plan accomplished

LAKE COUNTY

Charlo High School: SY 2007-08

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

10.55.708.1 Teacher is teaching Earth Science and AP Environmental Science in high school with an elementary level license. This is the first year the district has misassigned this teacher. This is the year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Teacher no longer assigned math courses in the high school. Science teacher is in the program through Montana State University to obtain her endorsement. Librarian is currently working on library endorsement and will have it completed by fall of 2009.

OPI Review/Recommendation – 12/08 – Plan partially accomplished – will encourage internships for science teacher and librarian.

Polson 5-6: SY 2007-2008

10.55.708.1 Teacher is assigned to teach Physical Education in grade(s) 5-6 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher will not be assigned to teach P.E. during the 2008-09 school year.

OPI Review/Recommendation – 12/08 – Plan accomplished

Polson High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 10-12 with a secondary level license endorsed for History and Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer teaching geography.

OPI Review/Recommendation – 12/08 – Plan accomplished

St. Ignatius High School: SY 2007-08

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

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

2007-08 Response: Teacher was issued a Special Education endorsement January 8, 2008. Teacher no longer teaching economics.

OPI Review/Recommendation – 12/08 – Plan accomplished

McCONE COUNTY

Circle Schools (All): SY 2007-08

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

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

2007-08 Response: Science teacher no longer employed. New librarian is in an internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

MINERAL COUNTY

Superior High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Building Trades, Metal Working/Welding, Drafting and Small Engines in grade(s) 9-12 with a secondary level license endorsed for Agriculture. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: A new teacher hired to teach shop who is in an internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

MISSOULA COUNTY

Frenchtown High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Building Trades, Drafting and Aviation in grade(s) 9-12 with a secondary level license endorsed for Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed. Hired a retired teacher to monitor a student teacher. Student teacher will take over after the first semester.

OPI Review/Recommendation – 12/08 – Recommend approval

MUSSELSHELL COUNTY

Melstone Schools (All): SY 2007-08

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

10.55.708.1 Teacher is assigned to teach Health/Physical Education in grade(s) 9-10 with a secondary level license endorsed for History and Mathematics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Librarian is enrolled in an OPI approved internship. Math teacher will no longer be teaching P.E./Health.

OPI Review/Recommendation – 12/08 – Recommend approval

Roundup 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 7-8 with an elementary level license endorsed for Biology and Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: 7-8 Special Education teacher is currently properly endorsed. 9-12 Special Education teacher is currently doing coursework and will be completed by the summer of 2009.

OPI Review/Recommendation – 12/08 – Recommend approval

PARK COUNTY

Gardiner 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 12 with a secondary level license endorsed in Mathematics, Chemistry, and Biology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

2007-08 Response: Teacher has completed a masters program and acquired the needed science endorsement. Art teacher is enrolled in a university program and is completing the coursework for art.

OPI Review/Recommendation – 12/08 – Plan partially accomplished – will encourage internships for art teacher.

PRAIRIE COUNTY

Terry 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach Art in grade(s) 7-8 with a secondary level license endorsed for Family and Consumer Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is enrolled in an internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

RAVALLI COUNTY

Corvallis High School: SY 2007-08

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

2007-08 Response: Teacher is currently completing coursework and is expected to be done prior to the 2009-2010 school year.

OPI Review/Recommendation – 12/08 – Recommend approval

Hamilton School

Washington Elementary: SY 2007-08

10.55.703.1(c) Teacher does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

2007-08 Response: Teacher has completed coursework for the proper endorsement.

OPI Review/Recommendation – 12/08 – Plan accomplished

Hamilton Middle School: SY 2007-08

10.55.703.1(c) Teacher does not have an administrator's license endorsed for secondary principal. This is the first year that the district has not employed a properly endorsed principal.

2007-08 Response: Teacher has completed coursework for the proper endorsement.

OPI Review/Recommendation – 12/08 – Plan accomplished

Lone Rock 7-8: SY 2007-08

10.55.708.1 Teacher is assigned to teach Mathematics, English/Language Arts and General Social Science in grade(s) 7-8 with a secondary level license endorsed for Spanish and Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher no longer employed

OPI Review/Recommendation – 12/08 – Plan accomplished

Stevensville 7-8, High School: SY 2007-08

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

2007-08 Response: New Spanish teacher hired.

OPI Review/Recommendation – 12/08 – Plan accomplished

Victor Middle School: SY 2007-08

10.55.708.1 Teacher is assigned to teach All Title I in grade(s) 7-8 with a secondary level license endorsed for English and Speech-Drama. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has been reassigned.

OPI Review/Recommendation – 12/08 – Plan accomplished

Victor High School: SY 2007-08

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

2007-08 Response: Teacher has retired.

OPI Review/Recommendation – 12/08 – Plan accomplished

ROSEBUD COUNTY

Forsyth 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 9-12 with a secondary level license endorsed for English and Psychology. This is the first year the district has misassigned this

teacher. This is the year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher received the proper endorsement on March 13, 2008

OPI Review/Recommendation – 12/08 – Plan accomplished

SANDERS COUNTY

Noxon High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Calculus, Trigonometry/Pre-Calculus, Algebra 1 and Algebra 2 in grade(s) 9-12 with a secondary level license endorsed for Science (Broadfield) and Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher will be completed with all the coursework for the proper endorsement December, 2008.

OPI Review/Recommendation – 12/08 – Recommend approval

SILVERBOW COUNTY

East Middle School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Reading in grade(s) 7-8 with a secondary level license endorsed for Family and Consumer Sciences, Special Education, and Psychology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has been reassigned to teach Title I Reading.

OPI Review/Recommendation – 12/08 – Plan accomplished

STILLWATER COUNTY

Reedpoint 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Geography and History in grade(s) 7 with a secondary level license endorsed for Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is in an approved OPI internship program.

OPI Review/Recommendation – 12/08 – Plan accomplished

VALLEY COUNTY

Hinsdale High School: SY 2007-08

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

2007-08 Response: Teacher was miscoded last year. She will be coded correctly this year.

OPI Review/Recommendation – 12/08 – Plan accomplished

WHEATLAND COUNTY

Judith Gap Elementary: SY 2007-08

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

2007-08 Response: We have hired a licensed part-time librarian.

OPI Review/Recommendation – 12/08 – Plan accomplished

YELLOWSTONE COUNTY

Billings Public Schools

Billings Senior High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach English as Second Language in grade(s) 9-12 with an elementary level license endorsed for Reading, Special Education, and Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9-10 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: ESL teacher with a reading, special education, and elementary curriculum endorsement fits the needs of the students served. Earth Science teacher no longer employed.

OPI Review/Recommendation – 12/08 – Recommend approval

Billings Skyview High School: SY 2007-08

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

2007-08 Response: Teacher will be receiving a minor in Earth Science the summer of 2009.

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

Broadview High School: SY 2007-08

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

2007-08 Response: This class will be assigned to a correctly endorsed teacher or not offered at all.

OPI Review/Recommendation – 12/08 – Plan accomplished

Huntley Project Elementary: SY 2007-08

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher is enrolled in an approved OPI internship.

OPI Review/Recommendation – 12/08 – Plan accomplished

PRIVATE/STATE FUNDED SCHOOLS

Manhattan Christian High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Accounting in grade(s) 10-12 with a secondary level license endorsed for T&I – Computer Information Systems. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has a plan to complete coursework through UM-Western. She will be completed with the coursework December, 2008.

OPI Review/Recommendation – 12/08 – Recommend approval

Montana School of the Deaf & Blind: SY 2007-08

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) PK-8 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) PK-8 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) PK-8 with an elementary level license endorsed for Elementary Curriculum and Reading (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) PK-8 with a secondary level license endorsed for Biology and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Recruit teacher candidates regionally or nationally who have completed a course of study in the area of deaf or blind education which qualify them for Class 1 or Class 2 licensure with an endorsement in the area of Special Education. Recruit teacher candidates locally who have a Class 1 or Class 2 license, have not completed a course of study in the areas of deaf or blind education, and may or may not have an endorsement in the area of Special Education but are hired on the condition that they enroll in an advanced degree program or begin an approved course of study leading to the endorsement, within a period of three years from date of hire and that they complete the course of study or program and obtain the endorsement within six years.

OPI Review/Recommendation – 12/08 – Recommend approval



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Linda McCulloch
Superintendent

MEMORANDUM

To: County and District Superintendents, and Board Chairpersons

From: Al Mc Milin, Accreditation Unit Manager

Date: October 9, 2008

Re: Questions on Technology Requirements for Public School Classrooms

Over the past year the Accreditation Division has revisited the many legal, educational and philosophical aspects of technology instruction and use in our public school classrooms including those public school classrooms located at Hutterite colonies. In addition, the Library Media and Technology Content Standards and Performance Descriptors have both undergone an extensive review and revision process with substantial input from the Montana educational community. Those standards have now been approved by the Board of Public Education and the essential learning expectations for each grade level are nearly completed.

To meet the minimum expectations of these two sets of standards as they apply to digital technologies and the Internet, public school classrooms serving grades K-8, including the Hutterite classrooms, need to provide students the opportunity to:

1. access and use the personal computer (PC) and other applicable digital technologies (for example: digital camera, Global Positioning Systems (GPS), graphing calculators, etc.);
2. receive instruction to develop a functional understanding of technology concepts and operations for various technologies including the PC;
3. demonstrate an understanding of these concepts and operations and apply them in a variety of applicable instructional activities and settings including the use of technology to access, organize, store and utilize information; and
4. learn about the Internet and how it is used for a variety of purposes.

To further clarify the "options" for meeting those expectations:

1. A district does not have to provide for direct access to the Internet. However, it is necessary for each school to provide all students with the applicable and developmentally appropriate "instruction" in what the Internet is and how it is used in a variety of settings.
2. In the area of computer technology, the use of AlphaSmart technology in **Grades K-4** will meet the minimum expectations of the standards. However, students in **Grades 5-8** must have direct

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hands-on experience with the PC and the basic communication, information processing and presentation tools commonly associated with the PC. This experience could be provided using one of at least three possible hardware configuration options: 1) stand-alone PCs or laptops in the classrooms; 2) access to a PC or laptop lab; or 3) PC workstations connected to a central server located either in or out of the classroom.

If the Office of Public Instruction can provide any further clarification, information or assistance, please contact us.

Sincerely,

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Linda McCulloch
Superintendent

**ACCREDITATION RESPONSE OPTIONS
FOR CONTINUING DEVIATIONS**

- I. All Accredited Schools with Continuing Deviations
 - A. For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.
 - B. For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.
 - C. Schools with Continued Use of Non-Licensed Teachers
- II. First year using non-licensed teacher –Deficiency Status. A letter will be sent from the state superintendent's office emphasizing the serious consequences should the district continue to use a non-licensed teacher(s).
- III. Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

On-site Reviews to Validate Self Reporting of Annual Data Collection

- I. Random selection of schools
 - A. Any school
 - B. Schools that have shown continued improvement
 - C. Schools that have maintained Regular Accreditation Status for five years
- II. On-Site visits to schools
 - A. Schools that have reported data which contains inaccurate or inconsistent information
 - B. School districts that have continuing deviations

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2008-09
SCHOOLS IN NEED OF AN ON-SITE VISIT
DUE TO MISSING CORRECTIVE PLANS, UNLICENSED TEACHERS, OR
CONTINUOUS SERIOUS DEVIATIONS

Bighorn County

Pryor 7-8, Plenty Coups High School – No improvement plan submitted 2006-2007 and 2007-2008

Fergus County

Lewistown Elementary Schools - Continued deviation in library FTE in the elementary schools (fifth occurrence)

Richland County

Lambert 7-8, High School – Science teacher does not have a valid Montana teacher license (second occurrence)

Sheridan County

Plentywood 7-8, High School – Foreign Language teacher does not have a valid Montana teacher license (second occurrence)

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
January 9, 2009 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Spotlight on Outreach	Lisa Cannon, Consulting Audiologist	10 min
2. Student Enrollment/Evaluation	Gettel	3 min
3. Human Resources - Personnel Actions	Informational	
4. School Improvement – Action Item - Update on strategic planning process - Update on legislative activity - *Approval of 2009-10 Calendar	Gettel	5 min
5. Professional Development Activities - Update on in-service training	Informational	
6. MSDB Foundation Activities - Update on activities	Informational	
7. Conferences, Meetings and Contacts	Gettel	3 min
8. Budget and Finance - Update on budget	Sykes	3 min
9. Facilities and Safety - Update on current projects	Sykes	3 min
10. School Calendar of Events	Informational	
11. Student News	Informational	
12. Public Comment for Non Agenda Items		