



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
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Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tom Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

BOARD OF PUBLIC EDUCATION

WHAT: *Board of Public Education
Strategic Planning Session*

WHEN: *Wednesday, July 15, 2009
1:00 – 4:00 PM*

WHERE: *Montana State Capitol Building
Helena, MT
Room 317*

AGENDA

1:00 PM *Boardsmanship*

2:00 PM *Board of Public Education's Strategic
Planning of Objectives*

3:00 PM *Strategic Planning with Partners*

4:00 PM *Adjourn*

**Montana Board of Public Education
2009-2010 Working Document**

Mission Statement

The Montana Constitution created and empowered the Board of Public Education to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools. The Board exists to promote high academic achievement for all Montana students.

Strategic Goals:

For the next year, the Board of Public Education shall:

Goal 1: Evaluate the Board's accreditation standards to ensure they are contemporary, effective, and supported by all school districts in their local obligations to meet high quality education for all Montana students.

- Updates to Chapter 57
- School law education for administrators
- Participation in educator conferences
- Legal road mapping
- License disciplinary processes
- Accreditation processes
- Defend board autonomy
- Chapter 55 revisions
- Assessment alignment
- Refinement of Board's website

Goal 2: Provoke quality teaching and administration in an era of high school change and 21st century learning.

- Area of permissive specialized competency for mentor teachers
- Proposed rules for sign language interpreters
- Class 8 licensure implementation
- Indian Education for All in pre-service teacher education programs
- Teacher shortage – MSDB
- Recruitment of skilled Indian education leaders
- Teacher recruitment and retention
- Standards review for teachers of sensory impaired students

Goal 3: Promote researched and reasonable governing decisions in the Board's constitutional and statutory authority to adopt and implement elementary and secondary school innovation and change.

- School safety/threshold behaviors
- School nurse/student ratio
- Ed forum
- NASBE

Goal 4: Embrace necessary educational reform to guarantee that all Montana students are prepared for work, post secondary education, and civic life.

- Montana Virtual Academy
- Work on common core standards
- Joint meetings of CSPAC, Board of Public Education, and Council of Deans of Education
- Collaborative support of two-year education
- Efforts to reduce remediation
- K-College Workgroup
- Indian Education for All
- Learning First Alliance
- MACIE
- MIEA
- Interim committees
- High school reform efforts
- School counselor initiatives
- Data driven decision making
- Financial education
- Civic education
- Collaboration with OCHE and partners
- Healthy schools network
- Encouragement of more rigor in math and science

Inherent in these four goals are strategic objectives to:

- Review and amend as necessary standards of accreditation and licensure focused on enhanced student achievement and increased graduation rates.
- Collaborate with educational partners to create a statewide learning environment that fosters technological advancements, school achievement, and 21st century teaching and student learning.
- Promote competitive recruitment and retention of high quality teachers in all Montana school districts regardless of size, student enrollment, or wealth.

- Increase awareness, visibility, autonomy, and proactive involvement of the Board among educational stakeholders, the state legislature, and the Montana public.
- Support data driven decision making.

Special Note: The square bullets represent the work that the Board of Public Education has been working on or has completed. The Board will either revise these items or make additions during its strategic planning session. The circular bullets are the strategic objectives that are inherent to the goals.

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

July 16-17, 2009

MONTANA STATE CAPITOL
Room #317
Helena, MT

July 16, 2009 - Thursday
8:30 AM

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

EXECUTIVE COMMITTEE REPORT

- **BOARD APPOINTEES TO THE MT VIRTUAL ACADEMY (Action)**
- **COMMON CORE STANDARDS**
- **SCHOOL NURSE/STUDENT RATIO**
- **TEACHER SHORTAGE AT MSDB**

BOARD OF PUBLIC EDUCATION APPEARANCES

Item 2 **EXECUTIVE SECRETARY’S REPORT**

STRATEGIC PLANNING
Steve Meloy

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

Item 3 **CSPAC REPORT**
Peter Donovan

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

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

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

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

Item 7 **STUDENT REPRESENTATIVE'S REPORT**
Tim Seery

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 8)**

Item 8 **SPOTLIGHT ON THE OPI HEALTH ENHANCEMENT DIVISION**
Cathy Kendall

❖ **KINDERGARTEN TO COLLEGE WORKGROUP – Bernie Olson (Item 9)**

Item 9 **KINDERGARTEN TO COLLEGE WORKGROUP REPORT**
Bernie Olson and Steve Meloy

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 10 - 12)**

Item 10 **DROPOUT AND GRADUATE REPORT FOR 2007-08**
Andy Boehm

Item 11 **ANNUAL GED REPORT**
Margaret Bowles

Item 12 **SPECIAL EDUCATION REPORT**
Tim Harris

DISCUSSION ITEMS

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 13)**

Item 13 **ASSESSMENT UPDATE**
Judy Snow

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 14)**

Item 14 **NO CHILD LEFT BEHIND UPDATE**
Nancy Coopersmith

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 15 - 23)**

Item 15 **RECOMMENDATION FOR THE CONTINUED REVIEW OF ADMINISTRATIVE
RULES OF MONTANA CHAPTER 54 CONTENT AND PERFORMANCE
STANDARDS, 10.54.2503**
Linda Vrooman Peterson

Item 16 **RECOMMENDATION FOR CHAPTER 55 REVIEW – PROPOSAL AND
TIMELINE**
Dale Kimmet

Item 17 **FURTHER DISCUSSION ON ACCREDITATION RESPONSES FOR CONTINUING DEVIATIONS**
Dale Kimmet

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July 17, 2009 – Friday
8:30 AM

ACTION ITEMS

PUBLIC COMMENT

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

Item 18 **RECOMMEND APPROVAL OF NOTICE OF PUBLIC ADOPTION RELATING TO ADMINISTRATIVE RULES OF MONTANA 10.54.4010 THROUGH 10.54.4098 MATHEMATICS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**
Jean Howard

Item 19 **APPROVAL PROCEDURES AND FOLLOW-UP – RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE PROFESSIONAL EDUCATION UNIT OF THE COLLEGE OF EDUCATION, HEALTH AND HUMAN DEVELOPMENT AT MONTANA STATE UNIVERSITY**
Linda Vrooman Peterson and Dr. Joanne Erickson, Interim Department Head

Item 20 **UPDATE ON BROCKTON PUBLIC SCHOOLS’ PLAN TO CORRECT ONGOING EMPLOYMENT OF NON-LICENSED TEACHER BASED ON THE ON-SITE REVIEW OF THE PLAN IN EARLY JULY WITH THE NEW BROCKTON SUPERINTENDENT**
Dale Kimmet

Item 21 **2008-2009 ACCREDITATION STATUS RECOMMENDATIONS – ADDENDUM 2**
Dale Kimmet

Item 22 **RECOMMENDATIONS FOR ALTERNATIVE TO STANDARD REQUESTS**
Dale Kimmet

Item 23 **RECOMMENDATION FOR APPROVAL OF PROVISIONAL ACCREDITATION FOR LONE PEAK HIGH SCHOOL, BIG SKY, MONTANA**
Dale Kimmet

❖ **LICENSURE COMMITTEE – Angela McLean (Items 24 - 25)**

Item 24 **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO PROPOSED NEW RULE TO ADMINISTRATIVE RULES OF MONTANA PERTAINING TO SIGN LANGUAGE INTERPRETERS**
Peter Donovan

Item 25 **RECOMMEND APPROVAL OF NOTICE OF PUBLIC ADOPTION RELATING TO ARM 10.57.412 AND 10.58.527 PERTAINING TO MENTOR TEACHERS**
Peter Donovan

INFORMATION ITEM

❖ MSDB LIAISON – Patty Myers (Item 26)

Item 26

MSDB COMMITTEE MEETING REPORT
Steve Gettel

PRELIMINARY AGENDA ITEMS – September 10-11, 2009

Set Annual Agenda Calendar

Election of Board Officers

Committee Appointments

Superintendent Goals

BPE Goal Review

Assessment Update

NCLB Update

MACIE Update

Youth Risk Behavior Survey Update (Odd years)

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

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POWERED BY YOU AND THE GREAT FALLS TRIBUNE

15 longtime teachers chalk up careers

BY KRISTEN CATES • TRIBUNE STAFF WRITER • JUNE 5, 2009

Read Comments(6) Recommend Print this page E-mail this article Share ?

Patty Myers doesn't have immediate dreams of a trip to Hawaii or a retreat to a mountain once she wraps up her 39-year teaching career today.

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Instead, the second-grade teacher at Lewis and Clark Elementary School might volunteer for CASA-CAN, go to her state Board of Public Education meeting, or maybe she'll have some fun.

"I have to get my garage cleaned out first," Myers said.

She is one of 15 teachers retiring from Great Falls Public Schools when the final bell of the year rings this afternoon.

High school students will be dismissed at 12:15 p.m., while elementary students will be let out at 1:15 p.m.

Leaving with the students will be 476 years of teaching experience.

The list of retirees is fairly short this year with only 15 teachers — in recent years, there have been more than 20 — but a majority of those retiring are like Myers, and have more than 30 years experience.

She started in 1970 as a first-grade teacher at Meadow Lark Elementary and then moved to the former Collins School in Black Eagle for four years. In 1975, she came to Lewis and Clark Elementary and has been in the same classroom since.

"I'm really not sad; I don't get sad until I start talking about it," Myers said. "I could not have asked for a better last year."

She does plan to go to California at the end of June to see her sister, and in the coming year, she will work with Montana State University and the University of Great Falls to supervise the student teachers from those schools' education programs who are working here.

"I knew forever that I was going to be a teacher," Myers said.

Warren "Sparky" Kottke knew that he liked working with kids and wanted to be a coach.

A graduate of C.M. Russell High School, he started in 1974 as an elementary P.E. teacher and football coach at CMR. In 1980, he moved over to CMR

full-time and just five years ago started working as a counselor.

He decided to call it quits after 35 year and let some of the younger blood take over.

"I guess when I walk around the halls it's different than it used to be," Kottke said. "I just thought it was time for an old-timer like me."



Lewis and Clark second-grade teacher Patty Myers will retire at the end of this school year after 39 years. (TRIBUNE PHOTO/ RION SANDERS)

EDUCATORS RETIRING FROM GFPS

Teachers retiring from Great Falls Public Schools: Judy Andrezek, Lincoln Elementary, 36 years; Suzanne Donnelly, East Middle School, 20 years; Harry Egan, East Middle School, 35 years; Sharon Fiske, Meadow Lark, 39 years; Mary Ann Freeman, Riverview, 37 years; Susan Hall, Lewis and Clark, 38 years; Donna Jacobson-Baker, North Middle School, 23 years; Warren Kottke, CMR, 35 years; Patty Myers, Lewis and Clark, 39 years; Linda Olson, Sunnyside, 31 years; Marjorie Stricklin, North Middle School, 33 years; David Taft, CMR, 38 years; Daniel Vielleux, Roosevelt, 35 years; Lana Whitaker, Longfellow, 16 years; Helen White, Longfellow, 22 years.

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- Psychologist files for city commission (2)
- Dry month, snowmelt dim streamflow forecast
- Schaffer appointed dean of MSU-GF
- Rehberg: Rethink possible playoff ban

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Reach Tribune Staff Writer Kristen Cates at 791-1463 or kcates@greatfallstribune.com.

Will, Carol

From: Meloy, Steve
Sent: Thursday, May 28, 2009 8:32 AM
To: Angela McLean; Bernard Olson; Cal Gilbert; John Edwards; Katie Wood; Patty Myers; Sharon Carroll; Storrs Bishop; Tim Seery
Cc: Will, Carol
Subject: FW: Virtual Academy

Importance: Low

Dear Board:

FYI.

Steve

From: Runkel, Bob
Sent: Wednesday, May 27, 2009 6:15 PM
To: 'WSGrinde@aol.com'
Cc: Meloy, Steve; 'pmeyersbpe@bresnan.net'; Juneau, Denise; 'sterns@montana.edu'; 'mferro@mea-mft.org'; 'efeaver@mea-mft.org'; 'bvogel@mtsba.org'; 'dpuyear@mrea-mt.org'; 'bmessinger@helena.k12.mt.us'; 'Dennis Parman'
Subject: Virtual Academy
Importance: Low

Wanda,

Thank you for your continued interest and support of the Virtual Academy. I was asked to provide a response to your question.

This morning (coincidentally 6 minutes after you sent your message) we had a meeting with our educational partners concerning the Virtual Academy. The group included individuals representing MSSA, MREA, CSPAC, BPE, MEA-AFT, SAM, MASBO, Governor's Office and OPI. During the meeting we discussed the need for an aggressive timeline for getting the Academy up and running. These conversations included the need to establish the governing board as soon as possible.

The Executive Committee of the Board of Public Education is meeting on the afternoon of June 12. The appointment process for the three positions on the Virtual Academy Board is on the agenda for discussion by the Executive Committee. The group that met this morning agreed by consensus that we would encourage the Executive Committee initiates an open nomination/application process. If the Executive Committee concurs with this recommendation, the group felt that it would be essential that the application process conclude prior to the July 16-17 Board of Public Education meeting to provide the opportunity for the Board to make appointments during the July meeting.

Obviously the process for making the appointments for the three Board of Public Education appointed positions, and the timeline for those appointments, is entirely up to the Executive Committee and to the Board. If the Executive Committee of the Board determines that a statewide nomination/selection process is appropriate, OPI has offered to support the appointment process by working with the Board to develop a nomination/application form, distributing applications, collecting completed forms, and whatever other support the Board feels would be helpful.

In an effort to keep this all moving, the educational partners that meet this morning have decided to meet again in the afternoon of June 15. The meeting will be held in the OPI 1300 11th Ave. Conference Room. Our partners in Higher education will be invited to the meeting. You are welcome to join us in the discussions. If you have any questions, please give me a call at 444-4434.

Thank you again for your interest and support.

Bob

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

From: WSGrinde@aol.com [mailto:WSGrinde@aol.com]
Sent: Wednesday, May 27, 2009 9:54 AM
To: Meloy, Steve; pmeyersbpe@bresnan.net; Juneau, Denise; sterns@montana.edu
Cc: mferro@mea-mft.org; efeaver@mea-mft.org; bvogel@mtsba.org; dpuyear@mrea-mt.org;
bmessinger@helena.k12.mt.us
Subject: Virtual Academy

Hi Everyone.

Do we have a time frame established for setting up the board for the Virtual Academy? I've received a few inquiries.

Thanks. Hope all is well with everyone.

Wanda



Board of Public Education

BOARD MEMBERS

May 28, 2009

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

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

Dear Mr. Barrs:

Please find attached a notice of public hearing on the proposed adoption of New Rule I through New Rule XII, amendment of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, and 10.54.4040 through 10.54.4043, and repeal of ARM 10.54.4050 through 10.54.4053, 10.54.4060 through 10.54.4063, 10.54.4070 through 10.54.4073, and 10.54.4087 through 10.54.4098 pertaining to math content standards and performance descriptors on June 22, 2009 at 10:30 a.m. in the conference room at 1300 11th Avenue, Helena, Montana. The Board is sending you this document to satisfy its requirement under MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

The law requires our notification prior to adoption and this is a notice for public hearing, however, we feel that the Interim Committee and the Legislative Fiscal Division may benefit by knowing of these intended rule adoptions early.

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

Sincerely,

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

Steve H. Meloy
Executive Secretary

Cc: Jim Standaert, Legislative Senior Fiscal Analyst
Kris Wilkinson, Legislative Fiscal Analyst

'I feel like I'm ready to go out into the world'



TRIBUNE PHOTOS/ RION SANDERS

ABOVE: Melissa Lane, left, and Dana Smith talk with friends Saturday afternoon as they wait for their commencement ceremony to begin at the Montana School for the Deaf and the Blind. **RIGHT:** Thyra Wood and Robert Kindle talk in the hallway before the start of the commencement ceremony. For more photos from the graduation ceremony, log onto www.gftrib.com.

MSDB grads celebrate challenges met

By **TRAVIS COLEMAN**
Tribune Staff Writer

A simple hug was the most popular gesture among the many used to toast the graduates of the Montana School for the Deaf and the Blind's Class of 2009 on Saturday.

There were plenty of hugs to go around, along with several nods of clasped hands — meaning congratulations in American Sign Language — and other thank-yous as the nine graduates received their high school diplomas.

"Today has afforded me the opportunity to look forward to a positive future," said graduate Allen Nearhoof of Great Falls through an interpreter. Nearhoof plans to attend a school for the deaf in Texas to study building-construction technology.

The graduates' journey to this point — and the challenges they will face beyond Saturday — are unique. Commencement speaker and school guidance counselor Sally Tillman urged the graduates to turn their fear of a new world into determination.

"You can all sit up very, very tall, filled with self-pride because you've all arrived," Tillman said.

Some of the graduates will go on to universities and colleges, while others will continue transitional training at MSDB.

Tillman said the graduates have shown they have the ability to have any life they choose. She encouraged them, in addition to being determined, to maintain the hope that they can accomplish great things.

"You need to be the driving force behind your own personal success," Tillman said.



MSDB graduation: Nine graduates in this year's class

FROM 1M

The graduates came from throughout the state, from Great Falls and Billings, to Malta and Forsyth.

A new award was handed out during the graduation in memory

of former MSDB graduate Pat Halcro. School Principal Diana Moog described Halcro as a kind person who contributed to the lives of many. The award, which included a \$700 scholarship, was bestowed upon graduate Robert Kindle of Malta.

"I just feel so proud of myself. I feel like I'm ready to go out into the world," said Kindle, who plans to enroll in Montana State University-Northern.

Reach Tribune Staff Writer Travis Coleman at 791-1462 or tcoleman@greatfallstribune.com.

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

May 14, 2009

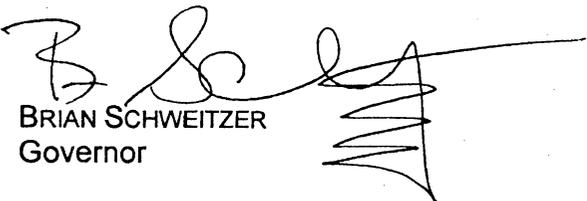
Ray Scheppach, Executive Director
National Governor's Association
Hall of the States
444 N. Capitol St., Suite 267
Washington, D.C. 20001-1512

Dear Mr. Scheppach:

I am writing to confirm Montana's willingness to participate in the common core standards initiative spearheaded by the National Governor's Association Center for Best Practices and the Council of Chief State School Officers. The common core standards initiative is a natural fit with the direction the state's Board of Education and its advisory Kindergarten to College Workgroup have taken to prepare Montana's children for the 21st century and to ensure that all students are ready for college and ready for work.

Superintendent of Public Instruction Denise Juneau, who is our Chief State School Officer, has also signed the attached memorandum of agreement as a demonstration of Montana's interest. The Board of Public Education will work collaboratively with the Superintendent to ensure Montana's participation and input in the process. Our points of contact will be Steve Meloy, Executive Secretary to the Board of Public Education and Nancy Coopersmith, Assistant Superintendent at the Office of Public Instruction. Steve can be reached at (406) 444-0300 or by email at smeloy@mt.gov. Nancy can be reached at (406) 444-5541 or by email at ncoopersmith@mt.gov.

Sincerely,


BRIAN SCHWEITZER
Governor

Cc: Jan Lombardi, Governor's Education Policy Advisor
Denise Juneau, Superintendent of Public Instruction
Steve Meloy, Board of Public Education

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

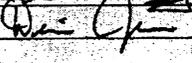
This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

Will, Carol

From: nasbe_headline_review-bounces@listserve.com on behalf of NASBE Headline Review
[nasbe_headline_review@listserve.com]
Sent: Monday, June 01, 2009 7:38 AM
To: nasbe_headline_review@listserve.com; Frank Wolfe; Sarah Sparks; Michele McNeil; Ann Bradley
Subject: [Nasbe_headline_review] NASBE Applauds Milestone in State-Led Common Core Standards Education Reform Effort
Attachments: ATT00001.txt

For Immediate Release

Contact: Steve Berlin

June 1, 2009

703-684-4000

NASBE Applauds Milestone in State-Led Common Core Standards Education Reform Effort

Arlington, VA — The National Association of State Boards of Education (NASBE) applauds the leadership of 49 states and territories in committing to a process to adopt common high academic standards in mathematics and English Language Arts for our nation’s public school students. The development of high-quality, voluntary common standards that are “higher, clearer and fewer” and that can be internationally benchmarked is long overdue.

NASBE strongly supports this reform effort and is proud to work alongside our sister leadership associations and other trusted education partners as those standards are developed, reviewed and refined. We are especially sensitive to the responsibilities state policymakers – including boards of education – will assume in the adoption process, especially the work to re-align state K-12 education policies and practices that will follow this effort closely. It will be incumbent upon state boards of education to ensure the support systems of teacher induction and development, curriculum content and instructional materials, as well assessments and accountability are in place to make those policies effective.

“As state boards approve and adopt new standards they must also, consider the infrastructure that will be required to ensure teachers can teach the standards and students have the resources to meet them” said NASBE Executive Director Brenda Welburn. “We understand that the effect of the common standards movement will resonate differently in every state. In being a state-led effort, this process respects the unique nature of every state, while acknowledging our shared national commitment to high standards for all students.”

The National Association of State Boards of Education represents America's state and territorial boards of education. NASBE exists to strengthen State Boards as the preeminent educational policymaking bodies for citizens and students. For more, visit www.nasbe.org.



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

May 21, 2009

Kenny Evans
Meadowlark Elementary School
2204 Fox Farm Road
Great Falls, MT 59404

Dear Kenny,

On behalf of the Montana Board of Public Education I would like to thank you for taking time away from your studies to present your award winning speech to the Board during its meeting on May 7, 2009. It was meaningful to hear a student's perspective on such a controversial issue as to "Why schools should not have 4-day weeks". You spoke with such candor, enthusiasm, and insight that deeply touched the hearts and thoughts of all present.

You are an amazing young man and have such potential to continue to do great things. Thank you for sharing a part of yourself with the Board. It is students like you that encourage educators to work harder to assist all learners to reach their potential.

Sincerely,

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

Patty Myers
Chairwoman

Cc: Kelly Maki, Principal

Will, Carol

From: Meloy, Steve
Sent: Wednesday, May 20, 2009 3:04 PM
To: Margie Campbell; Juneau, Denise; Keller, Elizabeth; Peterson, Linda; Gilkey, Ann; Donovan, Pete
Cc: Will, Carol
Subject: RE: Superintendent Endorsement Conversation

Representative Campbell:

I spoke with the licensure office at OPI this morning and conveyed your concerns and ideas relative to American Indian school districts. I learned that your ideas and suggestions are similar to conversations that have occurred at OPI over the past few years. Specifically, discussion has been held regarding alternative ways, without "diminishing" the accreditation standards, to involve expertise such as yours and others with mitigation of problems in some of our Indian schools. I think the time is right, with the ascension of a new Superintendent, to enter into a discussion. In most instances, the Board's policy decisions are based upon the recommendations of the Superintendent of Public Instruction. I strongly encourage you to visit with Denise Juneau. I will gladly assist in this discussion in any way that is deemed appropriate. Thanks you for contacting me in this regard.

Steve

From: Margie Campbell [mailto:MCampbell@fpcc.edu]
Sent: Tuesday, May 19, 2009 11:08 AM
To: smeloy@montana.edu
Subject: Superintendent Endorsement Conversation

Good Morning Steve: I would like to visit with you when you have a few minutes. I am very concerned about a couple of our reservation schools and my ideas regarding their leadership problems and **solutions**. I can be reached at 406-768-6311. Thanks, Margie

Margarett H. Campbell, Ed.D.
Vice President for Community Services
P.O. Box 398
Poplar, MT 59255
Phone: (406) 768-6311
Fax: (406) 768-6301
Cell: (406) 480-3107

RECEIVED

MAY 1 8 2009

BOARD OF PUBLIC EDUCATION

Patty, Angela, Storrs, Bernie, Sharron, Cal,
John, Steve, + Carol -

Thank you all again so much for
making my time on the board so
enjoyable! Also thank you for the
wonderful pen set! I have high
confidence for the future of MT
education, and I respect all of you
for your hard work!

Thanks again!

M. Kate

P.S. I won't forget
about you the
next 4 years while
I'm in the neighborhood!



Board of Public Education

May 18, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Jim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Brockton School District Board of Trustees
P.O. Box 198
Brockton, MT 59213

Dear Board of Trustees:

At the Montana Board of Public Education meeting held in Great Falls, MT on May 7-8, 2009 the Board made the following motion based upon the State Superintendent's recommendation:

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent Denise Juneau's recommendation to initiate the process that can lead to the denial of future accreditation, or the removal of the current accreditation for the schools of the Brockton Public School District – Barbara Gilligan School, Barbara Gilligan 7-8, and Brockton High School. Ms. Angela McLean seconded. Motion passed unanimously.

The rationale behind this motion stems from the following reasons:

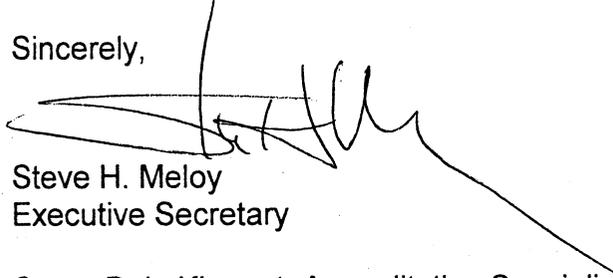
- This step is taken given the district's refusal to cease using a non-licensed teacher to provide music instruction as part of the elementary, 7-8 and high school academic programs.
- The Accreditation Division of the Office of Public Instruction has worked with the Brockton School District for over a year to try and resolve this matter but the district has been unwilling to accept the solutions provided.
- The district representatives appearing before the Board on May 7, 2009 refused to agree to stop using the non-licensed teacher and consider the option provided. This situation constitutes a serious deviation from the accreditation standards and is a failure on the part of the district to comply with state law MCA 20-4-202.

Mr. Dale Kimmet, Accreditation Specialist at the Office of Public Instruction will be in contact with Mr. Rick Lindblad, the new Brockton Public Schools Superintendent, and the

new chair to the Brockton Board of Trustees to review a timeline and the process for initiating a procedure to implement a plan to correct the ongoing employment of a non-licensed teacher. This timeline and plan will be presented before the Board of Public Education at its July 16-17, 2009 meeting in Helena, MT.

If you have any questions in this regard, please feel free to contact me.

Sincerely,

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

Steve H. Meloy
Executive Secretary

Cc: Dale Kimmet, Accreditation Specialist, OPI
Richard Whitesell, Superintendent, Brockton Public
Schools



Board of Public Education

May 15, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Jim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Steve Gettel, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59401

Dear Steve,

On behalf of the Board of Public Education I would like to thank you and your staff for the gracious hospitality that was extended to the Board and our visitors on the May 7-8, 2009 BPE meeting held at the Montana School for the Deaf and Blind. It was great to have Patty Myers' 2nd grade students, Leann Goss' kindergarten students, and Gail Bechard's preschool students lead the Board in the Pledge of Allegiance.

The presentation that Gail Bechard, Leann Goss, Kim Schwabe, Julie Dee Alt, and Geri Darko provided to the Board concerning the elements of a successful preschool program for deaf and hard of hearing children was exceptional. The Oregon Project, along with highly qualified teachers of the visually and hearing impaired, that was designed for use with children birth to six, seems to be extremely effective for these students based on the assessment results that were provided.

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

Sincerely,

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

Steve H. Meloy
Executive Secretary

CC: Diane Moog, Principal



Board of Public Education

BOARD MEMBERS

May 15, 2009

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Timothy Scheele
1186 17th Street
Havre, MT 59501

Mr. Scheele:

On Friday, May 8, 2009 the Montana Board of Public Education heard the contested case in the matter of Timothy Scheele vs. the Rocky Boy Schools District Board of Trustees, Case No. 2009-03 BPE involving the material and non-performance of a Montana teacher licensee. The Board of Public Education made the decision not to exercise if discretion in this particular case stating that this issue is purely contractual.

The Board of Public Education considers this Case No. 2009-03 BPE to be closed. If you have any questions please feel free 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: Voyd St. Pierre, District Superintendent, Rocky Boy Schools
Mr. Bob Runkel, Acting Deputy Superintendent, OPI
Ms. Ann Gilkey, Legal Counsel, OPI
Ms. Elizabeth Keller, Licensure Specialist, OPI



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

1 Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

May 14, 2009

Ernie Bateman
907 Durango Drive
Great Falls, MT 59404

Dear Ernie,

On behalf of the Board of Public Education, I congratulate you on your years of public service as you retire from the position of Supervising Counselor of the Montana School for the Deaf and Blind. Your 38 years of work in the field of the education of the deaf and blind as a coordinator of the parent infant program, cottage counselor, and supervising counselor at MSDB has made a significant impact on the quality education of Montana's students.

I extend to you the best wishes for your future and am assured that the lives that you have touched have been deeply enriched.

Sincerely,

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

Patty Myers
Chairwoman

CC: Steve Gettel, MSDB Superintendent

**Operation Read to Me: Improving Literacy and Understanding through
Civic Connections**

A Project of the Anaconda Public Schools
515 Main
Anaconda, MT 59711
563-5269

RECEIVED
JUN 17 2009
BOARD OF PUBLIC EDUCATION

Dear Mr. Meloy:

We would like to thank you for your participation in the end of the year celebration of *Operation Read to Me*. We appreciate your willingness to read to our elementary students. Because of your help our school aged children gained valuable skills that will help them develop into competent young readers. Your investment in the children of our Anaconda is commendable and we are fortunate to have you leading the way for a better community.

Finally, thank you for your willingness to be a part of the important educational endeavors that will help to link our high school and elementary schools with the Anaconda community. It was a pleasure working with you and we hope to partner with you and other community members again next year.

Have a nice summer!

Sincerely,

Angela McLean, Kathy Laslovich, Rose Marie McLean and Shelly Fortune
Team *Operation Read to Me* Coordinators

Steve ~

The students and teachers enjoyed
you so much! You are the best!

Thank you,

Angela

**Operation Read to Me: Improving Literacy and Understanding through
Civic Connections**

**A Project of the Anaconda Public Schools
515 Main
Anaconda, MT 59711
563-5269**

**RECEIVED
JUN 17 2009
BOARD OF PUBLIC EDUCATION**

Dear Ms. Will:

We would like to thank you for your participation in the end of the year celebration of *Operation Read to Me*. We appreciate your willingness to read to our elementary students. Because of your help our school aged children gained valuable skills that will help them develop into competent young readers. Your investment in the children of our Anaconda is commendable and we are fortunate to have you leading the way for a better community.

Finally, thank you for your willingness to be a part of the important educational endeavors that will help to link our high school and elementary schools with the Anaconda community. It was a pleasure working with you and we hope to partner with you and other community members again next year.

Have a nice summer!

Sincerely,

Angela McLean, Kathy Laslovich, Rose Marie McLean and Shelly Fortune
Team *Operation Read to Me* Coordinators

*Thank you so much Carol. We hope
you enjoyed it! You were great!*

Angela



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

May 14, 2009

Patty Myers – Chair
Great Falls

Team Operation Read to Me
Lincoln Elementary School
506 Chestnut
Anaconda, MT 59711

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Dear *Team Operation Read to Me*:

Sharon Carroll
Ekalaka

Thank you for inviting Carol Will and me to participate in the Operation Read to Me: Improving Literacy and Understanding through Civic Connections that was sponsored by the Milken Festival for Youth. We had a rewarding experience reading to 4th and 5th grade students from Lincoln Elementary School and sharing why reading is important to us in our jobs. The interaction with the students was delightful.

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

Your goal to foster an understanding of the importance of reading was met by uniting young people and communities to instill values of service to strengthen the community through the student's energy. The work that you do for the Anaconda community is priceless.

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

Sincerely,

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

EXECUTIVE SECRETARY:

Steve Meloy

Steve Meloy
Executive Secretary

CC: Angela McLean



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS: May 14, 2009

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Doug Reisig
3701 Brandon Way
Missoula, MT 59803

Dear Dr. Reisig,

On behalf of the Montana Board of Public Education, we would like to thank you for your hours of dedication and diligent service as a member of the Sign Language Interpreter's Standards Workgroup. While completing the writing of the standards, we commend the workgroup for maintaining the guiding principle of educators by placing the needs of the child first.

The proceedings of the workgroup were presented to the Board of Public Education at the May 7-8, 2009 meeting. The draft language will go before the Board during its July 16-17, 2009 meeting in Helena as an action item to be recommended for approval as a notice of public hearing and adoption of timeline relating to the proposed amendments to ARM 10.55.718 Assignment of Persons Providing Sign Language Interpreting for Students Who are Deaf or Hard of Hearing. The Board will consider taking final action on the rule at its September 10-11, 2009 meeting in Browning.

It is the hope of the Board of Public Education that you would continue to follow the path of the draft language at any future regularly scheduled Board meetings or hearings.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

BOARD MEMBERS

May 13, 2009

APPOINTED MEMBERS:

Rose Tracy
Fred Moodry 7-8 School
3rd & Cherry
Anaconda, MT 59711

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Dear Ms. Tracy:

On behalf of the Montana Board of Public Education, I would like to congratulate you on winning the 2009 Treasure State Spelling Bee. Your hard work and dedication to the advancement of your education is greatly appreciated and acknowledged by the Board.

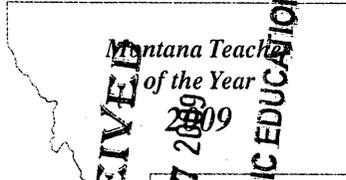
The community of Anaconda is fortunate to have a student of your caliber. As much as you have accomplished already, we hope you continue to strive for more knowledge, both in and outside of the classroom. The Board applauds you and wishes you the best of luck at the national spelling bee championships in Washington DC!

Sincerely,

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

Patty Myers
Chairwoman

Sally J. Broughton
Monforton School
10663 Bridger Canyon Rd.
Bozeman, Montana 59715



"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

- Margaret Mead

hawgeemt@dslextre.me.com

Dear Patty,

Thank you so much for your kind invitation to speak to the Board of Public Education. Would it be possible for me to come in August? The week of July 16-17 is the exact time that my four year old granddaughter will be

visiting for the week
I will be responsible
for her care while
her Mom and Dad are
on a fishing trip.
I hope this will be
agreeable.
Thanks. I am
looking forward to
meeting you.
Sally



Board of Public Education

May 13, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Sally Broughton
Monforton Elementary
6001 Monforton School Rd
Bozeman, MT 59718

Dear Ms. Broughton:

Once again, congratulations on being the 2009 recipient of the Montana Teacher of the Year award by the Montana Professional Teaching Foundation. This honor signifies your passion to ensure the highest quality of education for Montana students.

As the Teacher of the Year, the Board of Public Education would like to extend an invitation to you to attend one of its meetings. The next Board of Public Education Meeting will take place in Helena July 16-17, 2009. The Board invites you to attend one of these days to discuss any issues you see that affects current education efforts as well as to honor you and your achievements as an educator. Your presentation would be between 15 and 20 minutes and would be heard by the entire Board.

Please contact me in regard to which date would be best for you and provide me with your current contact information in order to correspond once school has dismissed for the summer. The Board of Public Education looks forward to the opportunity to acknowledge your achievement.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

May 13, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Don Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Steve Gettel, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59401

Dear Mr. *Steve* Gettel,

It was recommended by the Legislative Audit Division to the Montana School for the Deaf and Blind under the 2008 Financial-Compliance Audit to implement procedures for monitoring and testing its internal control procedures. I met with Bill Sykes, MSDB's Business Manager, on May 6, 2009 to comply with this recommendation.

Mr. Sykes provided me with the authorized signatures and processes internal controls documents in advance of the meeting. During the meeting he provided me with notebooks, receipts, and files to demonstrate the processes for purchasing/receiving, processing invoices, and logging receivables. This included vouchers, inter-unit journals, procurement purchases, and deposits. The processes are implemented as documented.

In addition, I reviewed MSDB's payroll process to ensure that security measures are being implemented according to the state regulations for entering, approving, and verifying time. Everything appears to be in order of the regulations.

It was my pleasure to meet with Mr. Bill Sykes and see the effective work that is carried out in all aspects of the Montana School for the Deaf and Blind. Thank you for the opportunity to meet with your exceptional accounting staff at MSDB.

Sincerely,

Handwritten signature of Carol Will in cursive.

Carol Will
BPE Administrative Assistant

CC: Bill Sykes, MSDB Business Manager
Diane Moog, MSDB Principal
Steve Meloy, BPE Executive Secretary
Tori Hunthausen, Legislative Auditor



Board of Public Education

BOARD MEMBERS

May 12, 2009

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Deena Miller
2820 Ivy Drive
Great Falls, MT 59404

Dear. Ms. Miller

On May 7, at its regular meeting, the Board of Public Education appointed Jon Runnalls to fill the vacancy on the Certification Standards and Practices Advisory Council. The Board received 2 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

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

Steve Meloy
Executive Secretary
Board of Public Education



Board of Public Education

BOARD MEMBERS

May 12, 2009

APPOINTED MEMBERS:

Judie Woodhouse
39287 Bay Point Road
Polson, MT 59860

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Dear Ms. Woodhouse:

A handwritten signature in black ink, appearing to read "Judie", written over the name "Ms. Woodhouse".

I am pleased to inform you that the Board of Public Education has chosen to appoint you to serve as the Teacher 9-12 member for the Certification Standards and Practices Advisory Council for a second three year term.

On behalf of the Board, please accept our appreciation for your interest, willingness to serve, and great work on the Council. We are pleased to see you have found your work on the Council to be both challenging and rewarding. We look forward to continued work with you on issues brought before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", written in a cursive style.

Steve Meloy
Executive Secretary
Board of Public Education



Board of Public Education

May 11, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Tim Seery, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Jon Runnalls
4030 Lone Prairie Road
East Helena, MT 59635

Dear Mr. Runnalls:

A handwritten signature in black ink that reads "Jon".

I am pleased to inform you that the Board of Public Education has selected you to serve as the Teacher K-8 member for the Certification Standards and Practices Advisory Council.

On behalf of the Board, please accept our appreciation for your interest and willingness to serve on the Council. Your experience and commitment to excellence in education are appreciated. We are looking forward to working with you on the challenging issues before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Sincerely,

A handwritten signature in black ink that reads "Steve Meloy".

Steve Meloy
Executive Secretary
Board of Public Education



Board of Public Education

May 5, 2009

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Patie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Jim Standaert
Legislative Services Division
PO Box 201706
Helena, MT 59620-1706

Dear Mr. Standaert:

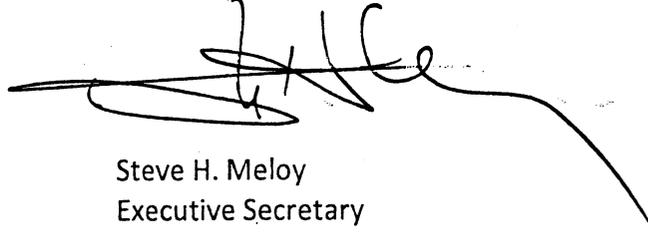
In a letter dated March 5, 2009 to Mr. Casey Barrs of the Legislative Services Division, the Board notified the same of its actions in regard to notice the amendments of ARM 10.57.102, 10.57.112, 10.57.201, 10.57.201A, 10.57.215, 10.57.216, 10.57.301, 10.57.410 through 10.57.421, 10.57.424 through 10.57.430, 10.57.432 through 10.57.436, 10.57.601A and repeal of ARM 10.57.104, 10.57.110, 10.57.220, 10.57.422, and 10.57.423 relating to educator licensure. The Board sent you the document to satisfy its requirement under MCA 20-7-101(2) which states, "prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review." However in review, this requirement should not pertain to rules regarding certification of teaching as the Board's authority to establish professional standards is found under a different section of law other than accreditation, specifically 20-4-101 MCA. It's our interpretation that the modifications to Chapter 57 are not subject to accreditation standards review by the legislature as required by 20-7-101(2).

It's particularly important that these rules are not subject to delays inherent in the forming of a legislative interim committee as they should be in place before the next teacher licensure renewal cycle, which will begin in May and extend through September. The intent of the legislative review found under 20-7-101(2) is to provide a method of informing the legislature of potential significant fiscal impacts to school districts as a result of promulgation of rules by the Board of Public Education. In the case of modifications to Chapter 57 found in the March 5th notification to Mr. Barrs, the Board believes that the changes to the rule will not result in any significant fiscal impacts upon school districts, which cannot be absorbed by districts current appropriated school operating funds. Even though we believe that teacher licensure is not subject to this reporting requirement, we want to assure you that the

Board still gives consideration to fiscal "capacity" of school districts when adopting rules.

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 flourish extending to the right.

Steve H. Meloy
Executive Secretary

Cc: Casey Barrs, LSD
Kris Wilkinson, LFD
Ann Gilkey, OPI
Bev Marlow, OPI



Montana Association of School Nurses

Sue Buswell, RN,MS,NCSN
President
406-443-5570

1425 Illinois Avenue
Helena, Montana 59601
sbuswell@helena.k12.mt.us

Steve Meloy
Executive Secretary
Montana Board of Public Education
46 N. Last Chance Gulch
P.O. Box 200601
Helena, Montana 59620

RECEIVED

APR 21 2009

BOARD OF PUBLIC EDUCATION

April 13, 2009

Dear Steve,

Thank you for your presentation and discussion with Montana School Nurses at the MASN Spring meeting on Thursday, March 26, 2009 at the State Capitol in Helena.

The opportunity to meet with you and to share our mutual concerns was a highlight in MASN's grass roots effort to increase both educational and health care services for the school-aged population in Montana. Your collaboration with the Montana Association of School Nurses is a vital part of the process by which we hope to provide one school nurse for every 750 students.

Your support, advocacy, and guidance are greatly appreciated and we look forward to continuing our partnership with you. Through collaboration, we can achieve our goal of building student and family capacity for adaptation, well-being, academic success, and lifelong achievement. Healthy children are effective learners.

Sincerely,

Sue Buswell, RN,MS,NCSN

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

May 7-8, 2009

MONTANA SCHOOL FOR THE DEAF AND BLIND
3911 Central Avenue
Great Falls, MT

May 7, 2009 - Thursday
8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:35 AM. Ms. Patty Myers' 2nd grade students from Lewis and Clark Elementary, Ms. Leann Goss' kindergarten students from MSDB, and Ms. Gail Bechard's preschool students from MSDB led the Board in the Pledge of Allegiance. Ms. Patty Myers introduced MSDB's staff present, her 2nd grade students, Lewis and Clark's Principal Vickie Donisthorpe, new Board of Public Education (BPE) member Mr. John Edwards, and new BPE student representative Mr. Tim Seery. Ms. Carol Will took roll call; a quorum was noted. Further introductions were: Ms. Ruth Uecker, Ms. Kelly Maki, and Ms. Shary Fiske from Meadowlark School. Meadowlark School won the Blue Ribbon School Award. Mr. Kenny Evans, a 5th grader from Meadowlark School presented his winning speech on the topic of why it is a bad idea to have 4-day school weeks. Ms. Patty Myers announced that item 8 will be moved before item 25 on Friday, May 8th to have Voyd St. Pierre provide the MACIE report.

MOTION: Ms. Angela McLean moved to accept the revised agenda. Mr. Storrs Bishop seconded. Motion passed unanimously.

PUBLIC COMMENT

CONSENT AGENDA

Items Pulled from Consent Agenda if Requested
(Nothing was pulled)

Consent agenda approved by consensus.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, Student Representative Ms. Katie Wood, and upcoming Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent Denise Juneau; Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns, and Ms. Jan Lombard represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Kris Wilkinson, LFD; Mr. Eric Feaver, MEA-MFT; Mr. Dale Kimmel, Accreditation Specialist, OPI; Mr. Al McMilin, Educator Quality Program Specialist, OPI; Mr. Richard Whitesell, Brockton Superintendent; Ms. Elaine Boyd, Brockton Board of Trustee; Dr. Douglas Reisig, CSPAC Chair; Dr. Bonnie Jones Graham, Director of Licensure Standards and Clinical Practice, MSU-B; Ms. Denise Ulberg, School Finance Division Administrator, OPI; Ms. Jean Howard, Mathematics Curriculum Specialist, OPI; Mr. Voyd St. Pierre, Superintendent of Rocky Boy Schools; Dr. Larry Baker,

Dean of Education, MSU-Bozeman; Dr. Robert Carson, MSU-Bozeman; Ms. Gail Bechard, Preschool Teacher, MSDB; Ms. Leann Goss, Kindergarten Teacher, MSDB; Ms. Kim Schwabe, Supervising Teacher, MSDB; Ms. Julie Dee Alt, School Improvement Coordinator, MSDB; Mr. Bill Sykes, Finance Director, MSDB; Mr. Steve Gettel, Superintendent, MSDB; Ms. Diane Moog, Principal, MSDB; Ms. Geri Darko, Teacher of the Visually Impaired, MSDB; and Ms. Stephanie Soderquist.

Items are presented in the order in which they appeared.

INFORMATION ITEMS

Item 1

CHAIRPERSON'S REPORT - Patty Myers

- April 28, 2009 MSDB Committee Meeting Conference Call

BOARD OF PUBLIC EDUCATION APPEARANCES

Mr. Bernie Olson

- April 28, 2009 MSDB Committee Meeting Conference Call

Ms. Katie Wood

- March 27, 2009 Montana Association of Student Councils Meeting – Helena, MT

Ms. Patty Myers noted that the Board of Public Education, the State Superintendent, and representatives from the Governor's Office and the Commissioner of Higher Education's Office will be convening the first part of June to discuss how to proceed with the request made by Sue Buswell the President of the Montana Association of School Nurses to consider revising the nursing standards to create a ratio of one registered, professional school nurse for every 750 students. Other topics that will be discussed extensively are HB 459 in regard to the creation of the Montana Virtual Academy, common core, and teacher shortages at MSDB.

The Memorandum of Agreement (MOA) from the Council of Chief State School Officers (CCSSO), the National Governors' Association Center for Best Practices (NGA Center), and a letter of support from Brenda Welburn, Executive Director from the National Association of State Boards of Education, was distributed to the Board. The MOA commits states to a voluntary state-led process that will draw on evidence and lead to the development and adoption of a common core of state standards in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process. An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards. It was discussed that Montana is confident in its state standards and will dovetail nicely into a strong common core. NASBE will be asking each state board to recommend individuals to participate in the standards review and each state will be given the opportunity to comment on the proposed standards. It was stressed by all that Montana needs to be actively engaged at the table to ensure that the standards will meet the needs of Montana students. Ms. Patty Myers recommended that the Executive Secretary, Mr. Steve Meloy, represent the Montana Board of Public Education.

MOTION: Ms. Angela moved that the Board of Public Education support the CCSSO and the NGA's Common Core Standards Memorandum of Agreement to support the effort to develop and adopt a common core of state standards in English language arts and mathematics for grades K-12. Mr. Storrs Bishop seconded. Motion passed unanimously.

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

Mr. Steve Meloy reviewed the letter dated May 5, 2009 to Jim Standaert concerning the Board of Public Education's interpretation that the modifications to Chapter 57 are not subject to accreditation standards review by the legislature as required by 20-7-101(2).

Mr. Meloy stressed the additional expenses that have been incurred since switching from the Montana University System to the Montana State ITSD system. The additional appropriation was approved in the Board of Public Education's budget, but BPE has a 2% reduction like all state agencies. There was an attempt to exclude small agencies, but it did not prevail. The BPE still does not have a line item for legal, which could be significant to such a small budget. There may be the need to look at the possibility of a supplemental appropriation to add to the budget during the next legislative session due to legal expenses.

Mr. Steve Meloy met with Mr. David Huff from the Montana Traffic Education Program along with MASS, MTSBA, DOJ Driver Services, MHP, MREA, MSUN and Western Transportation Institute of MSU. This group of stakeholders met to discuss and help frame a nationwide initiative beginning with the three jurisdictions of Manitoba, Oregon, and Montana to evaluate driver education programs.

The Montana Association of School Nurses requested that Mr. Steve Meloy speak to them in regard to the accreditation standards on nursing. He stressed to the association that the Board along with some partners will be meeting in June to determine how to proceed with revising the current standard. At the conclusion of the report, Mr. Bernie Olson asked if the issues of the nursing standards will be revisited at some other point in the meeting because he wanted to share some thoughts. Ms. Patty Myers said that she will re-open Item 2 later in the meeting.

Item 3 CSPAC REPORT – Pete Donovan

Mr. Peter Donovan attended the Educational Testing Service (ETS) Client Meeting in Princeton, NJ on April 29 – May 1, 2009. He presented copies of some PowerPoint slides pertaining to *Education Policy, the Obama Administration and the 111th Congress* and reviewed some of the highlights from the March 11-12, 2009 Certification Standards Practices Advisory Council (CSPAC) Meeting.

CSPAC APPOINTMENTS (Action)

Ms. Judie Woodhouse requested to be considered for a second term on CSPAC. Mr. Jon Runnalls from Helena Public Schools and Ms. Deena Miller from the Write/Right 2 Read Program at the Holy Spirit School in Great Falls applied for the K-8 teacher position that was available on CSPAC. Mr. Peter Donovan reviewed the applications and recommended to reappoint Ms. Judie Woodhouse for a second term and appoint Mr. Jon Runnalls for the K-8 teacher CSPAC position. Ms. Jan Lombardi expressed her support for Mr. Jon Runnalls.

MOTION: Ms. Angela McLean moved to reappoint Judi Woodhouse for a second term to the Certification Standards Practices Advisory Council. Mr. Bernie Olson seconded. Motion passed unanimously.

MOTION: Ms. Angela McLean moved to appoint Jon Runnalls to the Certification Standards and Practices Advisory Council for the K-8 teacher position. Mr. Bernie Olson seconded. Motion passed unanimously.

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

State Superintendent Denise Juneau acknowledged that public education was attacked over and over throughout the legislative session. There are 30 open seats due to term limits and the Office of Public Instruction will be paying close attention to those vying for those seats. Expressions of gratitude were given to those who advocated for public education. Some events that State Superintendent Denise Juneau attended were: Montana Council for Exceptional Children (MCEC) Conference; Land Board

meetings; Montana Indian Education Association (MIEA) Conference; Montana Advisory Council on Indian Education (MACIE) Meeting; Board of Regents' Meeting; and had lunch with the First Lady of Montana. She expressed her fascination with the Trust Land Management Division to administer and manage the state trust timber, surface, and mineral resources for the benefit of the common schools and the other endowed institutions in Montana under the top elected officials of Governor Brian Schweitzer, Attorney General Steve Bullock, State Auditor Monica Lindeen, Secretary of State Linda McCulloch, and herself. The Office of Public Instruction has been setting up some webinars on its website in regard to the American Recovery and Reinvestment Act. State Superintendent Denise Juneau stated that with the election of new school board members we need to work with communities to let them know the power of school boards. In conclusion, State Superintendent Denise Juneau exercised her right to invoke ARM 10.57.109 that grants her the authority to approve a Montana educator Class 5 license for Mr. William Soderholm effective July 1, 2009 through June 30, 2010 to enable him to teach for 50 years.

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

Dr. Mary Sheehy Moe, Deputy Commissioner for Two-Year Education, presented the Commissioner of Higher Education's Report. Dr. Moe provided a copy of the current delivery models for dual enrollment programming in Montana. All models included are in use for both dual-credit and college-credit-only courses. Dr. Moe stated that she included tech prep and advanced placement, even though they are not dual enrollment, because they are important to concurrent enrollment and Running Start. Mr. Bernie Olson questioned why K-12 licensure is considered a minus in regard to the column under the Running Start Program. Dr. Moe stated her concern that currently Montana State University - Great Falls has about 50 people applying for this particular license and hopes that it is not a barrier, but an asset. Discussion ensued about who determined the plusses and minuses, the differences between K-12 discussing standards and post-secondary education discussing scores, the need to promote a merger between K-12 and post-secondary education, remediation requirements, and admission requirements.

Dr. Mary Sheehy Moe stated that the policy audit report will be presented to the Board of Regents during its May meeting. This policy audit reviews and evaluates the current statutes and policies affecting Montana's productivity agenda with respect to 5 key factors: 1) Readiness; 2) Access/Capacity/Retention; 3) Curriculum/Transfer; 4) Affordability; and 5) Finance/Administration. Ms. Angela McLean is on this team.

A conference will be held May 26-27, 2009 in Great Falls titled - **Taking Stock: Priorities and Opportunities for Two-Year Education in Montana**. The conference is part of the Making Opportunity Affordable Initiative. Mr. Steve Meloy will be in attendance. Ms. Angela McLean and State Superintendent Denise Juneau will be participating in the Making Opportunity Affordable Conference in Denver, Colorado June 10-11, 2009.

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

Ms. Jan Lombardi stated that Montana is in better shape than much of the country, but acknowledged the hardships many Montanans are experiencing. As a result Governor Brian Schweitzer has created a rapid response team that is headed up by the Department of Labor and DPHHS and involves many other state agencies. The team will assist workers who have experienced job loss and help direct families in need of healthcare and unemployment benefits.

Ms. Jan Lombardi reviewed the results of some of the following bills:

- HB 388 or E-squared was introduced by Representative K. Van Dyk to provide a surtax on oil and natural gas production for quality educator energy for education payment. E-squared died in committee.
- LC 1914 was drafted to implement federal facilities improvement grants for public schools. Died in process.

- SR 38 was the confirmation hearing concerning John Edward's appointment. Unanimously approved.
- SR 5 was the confirmation hearing concerning Bernie Olson's appointment. Unanimously approved.
- HB 152 was sponsored by Robin Hamilton to create the quality schools facility grant program. It became law.

Item 9 ELEMENTS OF A SUCCESSFUL PRESCHOOL PROGRAM FOR DEAF AND HARD OF HEARING CHILDREN - Geri Darko, Teacher of the Visually Impaired, MSDB; Gail Bechard, Preschool Teacher, MSDB; Leann Goss, Kindergarten Teacher, MSDB; Kim Schwabe, Supervising Teacher, MSDB; and Julie Dee Alt, School Improvement Coordinator, MSDB

A PowerPoint was presented titled the *Elements of a Successful Pre-school Program for Deaf and Hard of Hearing Children*. These highly qualified teachers of the visually and hearing impaired presented a program by the Oregon Project that was designed for use with children from birth to six. This program has shown significant impact on the pre-school students of MSDB. The teachers stressed that using different ways to teach the concepts of shapes, letters body awareness, and positional concepts that are learned incidentally by most, need to be taught directly and specifically to these students. English is not the first language of a deaf and hard of hearing student, so they need to be taught the structure of simple sentences that is second nature to a student who is not hearing impaired. Sign language and spoken language is equally important to the success of mainstreaming these students into the regular classroom. The students need to learn to use an interpreter, build relationships with hearing peers, and promote self advocacy. It was discussed the multiple meanings of the same word that are signed the same. Reviewed how the students are showing significant achievement through the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). In conclusion, Mr. Steve Gettel stressed the training of the instructors and how this reflects in the success that was demonstrated by these student involved in the Oregon Project.

LUNCH AT 12:15 – 1:15 PM

Item 6 Continued GOVERNOR'S OFFICE REPORT - Jan Lombardi

Once the Governor's Office Report was re-opened there was further discussion about E-squared and the groups that either supported the bill or chose not to support the bill for reasons that were not clear to Ms. Jan Lombardi. In addition, discussion ensued about whether schools can withhold school lunches from students who are behind in their lunch charges. Ms. Nancy Coopersmith stated that the interagency response team has a report that comes from OPI that indicates how much money comes from the general fund to support those families.

Ms. Nancy Hall reviewed some financial issues from the legislative session that provided a 3% increase for schools and noted that the state of Montana is fortunate to fund its schools at the 2009 level. Even though it is not all on-going money, the level of funding has been maintained. Ms. Hall also pointed out the assurance that the following 4 areas are likely to be the priorities for Secretary of Education Arne Duncan: 1) Teacher effectiveness, distribution; 2) Data systems; 3) Standards and assessments; and 4) Turning around low performing schools. These areas will be funded by the State Fiscal Stabilization Fund (SFSF) \$4.3 billion state incentive grants that are provided to help stabilize state and local government budgets in order to minimize and avoid reductions in education.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

Ms. Katie Wood distributed Mr. Tim Seery's student application to the Montana Board of Public Education. Some specific facts about Mr. Seery include: Central Montana Youth Coordinator for the Montana Meth Project; member of the Great Falls Public Schools Calendar Committee; organized the first high school Black History Academic Bowl in the Great Falls Public Schools; member of the Black History Month Planning Board; and is a cellist in the Great Falls Symphony Youth Orchestra. Ms. Holly Capp from Great

Falls is the alternate student representative to the Board of Public Education if Mr. Tim Seery is unable to fulfill this role. Ms. Patty Myers presented Ms. Katie Wood with an engraved pen and pencil set on behalf of the Board to express the appreciation of the work that Ms. Wood has done on behalf of the Board. Heartfelt wishes were expressed by all.

DISCUSSION ITEMS

Item 10 ASSESSMENT UPDATE - Nancy Coopersmith

The information presented included the Office of Public Instruction's (OPI) acceptance of bids from vendors to participate in a pilot for an online writing assessment. In addition, the OPI awarded a contract to an individual to develop staff, and conduct formative assessment online courses for professional development of teachers. An update was provided concerning contract negotiations with Measured Progress for the MontCAS Criterion-Referenced Test (CRT) and the CRT-Alt.

Ms. Nancy Coopersmith stated that the Office of Public Instruction anticipates four contractors to conduct a pilot of their off-the shelf online writing assessments. The contractors are Vantage Learning, CTB/McGraw-Hill, Pearson, and Riverside. The OPI will provide this assessment opportunity and professional development to four schools and classrooms in the state as a pilot to consider its application to larger groups of students. It is expected that one or two classrooms in a school will participate, possibly a total of 60 students per contract in one to three grades and will span the elementary, middle, and early high school grades.

The Office of Public Instruction has contracted with Dr. Margaret Heritage, Assistant Director of the UCLA-National Center for Research on Evaluation, Standards and Student Testing (CRESST) to develop staff and conduct only courses for professional development of teachers in formative assessment. Dr. Heritage will include her colleagues and Montana educators in the online classes as speakers, consultants, and mentors.

Ms. Nancy Coopersmith noted that the OPI and Measured Progress have signed a five-year contract for the Criterion-Referenced Test (CRT) and the CRT-Alternate. The new contract will begin on July 1, 2009 which reflects a significant savings.

Discussion ensued about how AYP is affected and whether or not a higher education institute will accept a student who drops out of high school, does not obtain a GED, and then registers for courses at a higher education institute. The concluding thoughts were that this student would be considered a drop out unless he went to another K-12 school. Dr. Mary Moe suggested that cases like this may be mitigated by a post-secondary institution because the student is in a continuous stream of education. Mr. Bernie Olson believes this should not be allowed and believes that the Board of Regents and the Board of Public Education should pursue this topic further.

Item 11 NO CHILD LEFT BEHIND REPORT - Nancy Coopersmith

The information presented included the latest facts concerning the findings of the U.S. Department of Education on-site review (April 2008) of the Montana Office of Public Instruction administration of ESEA/NCLB Title II, Part A program. In addition, information concerning funding and future activities for ESEA/NCLB Montana programs was highlighted.

A letter of resolution dated April 8, 2009 to State Superintendent Denise Juneau from the US Department of Education was provided. This letter is a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs Office of the US Department of Education's Office of Elementary and Secondary Education. It included the corrective actions agreed to by the Office of Public Instruction in which many have been completed. The following areas required corrective action:

- Critical Element I.1 – Submit a plan and timeline to ensure that all secondary teachers complete a subject matter major or coursework equivalent to a major in their primary assignment area.
- Critical Element I.2 – Submit a plan and timeline establishing uniform corrective action procedures to ensure that the highly qualified status of special education teachers who teach core classes is correctly determined as approved by statute and that the status of these teachers is included in the State's reported Highly Qualified Teacher (HQT) data.
- Critical Element I.3 – Submit a written plan with specific procedures and a timeline the state will implement ensuring that elementary teachers employed on a Class 5 Alternative License are required to demonstrate subject matter competency prior to being counted as highly qualified for their classroom assignments.
- Critical Element III.A.1 – Submit a plan and timeline for determining any LEAs that currently have not met annual measurable objectives for two consecutive years, ensure that improvement plans are in place, and address how the SEA will provide technical assistance to the LEAs in formulating and implement the plans.
- Critical Element III.A.2 – Submit a plan and timeline for determining any LEAs that currently have not made progress on meeting their HQT annual measurable objectives for three consecutive years and have also failed to make Annual Yearly Progress (AYP) for three years.
- Critical Elements I.4, II.A.1, and II.B.1 – OPI assured ED that the highly qualified teacher data it reports in the CSPR in December 2009 and in the 2009 annual report card, reflecting the 2008-09 school year, will be accurate. Similarly, the OPI has assured ED that, beginning with the 2009-10 school year, all teachers hired in Title I schools will be highly qualified.

Ms. Nancy Coopersmith provided the Funds for State Formula-Allocated and Selected Student Aid Programs by the US Department of Education Funding in Montana. The amounts listed by State for Impact Aid Construction under the American Recovery and Reinvestment Act are formula grants and offered as One Time Only (OTO) funds. Discussion ensued on the separate funds from Reading First and Head Start, assessment savings, and more money needed for civic education.

Item 12 REPORT OF COMMUNICATION ARTS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS REVIEW AND REVISION PROCESS - Julie Ferro and Kim Warrick

The Office of Public Instruction provided to the Board of Public Education an update of the revision process of the K-12 Communication Arts Content Standards and Performance Descriptors. This presentation included the use of focus groups; the selection of the writing team; the summary of the process so far including some of the standards-based educational foundational, research, and best practices documents utilized; timeline for next steps in the process; and 2009 draft of communication arts content standards and benchmarks.

Dr. Linda Vrooman Peterson presented and stressed that the Office of Public Instruction does not write the standards, but followed the process listed below:

- December 2008 – Focus groups participants reviewed the standards and the revision process and gathered input. Participants consisted of two groups:
 1. School administrators and business leaders – superintendents, principals, curriculum consortium administrators from across the state; Hughes Kellner Sullivan & Alke, PLLP; Montana West Benefit Solutions; MEA-MFT
 2. Teachers and community leaders – K-12 teachers from Billings, Bozeman, and Helena; Montana State Corrections, Habitat for Humanity, Department of Public Health and Human Services, Career Training Institute
- October – December 2008 – Revision team member nomination and selection
- January 16-18, 2009 – Writing Session One in Helena
- February 27 – March 1, 2009 – Writing Session Two in Helena
- March 13-15, 2009 – Writing Session Three in Helena
- April 24-26, 2009 – Writing Session Four in Helena

Dr. Linda Vrooman Peterson noted that there are a reduced number of standards from 17 to 7 and that there were a revised number of benchmarks from approximately 90 to 47, which made the document more manageable, clarified language, and improved the measurability of benchmarks. The next steps include: In mid May the survey was released online to gather comments/suggestions for the 1st draft of revisions; in early June the survey results will be compiled, 4-5 will be selected from the writing team to make needed revisions, write performance descriptors for the benchmarks, and write a preface; and in early August the nominations and selection of a team to write the Essential Learning Expectations (ELE). In conclusion, discussion ensued about how these standards are going to align with the common core at the national level. The consensus was that most feel confident that these standards are going to be right on track with minor revisions.

Dr. Mary Sheehy Moe Departed

ACTION ITEMS

PUBLIC COMMENT

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

Item 13 CONSIDERATION OF BROCKTON PUBLIC SCHOOLS' PLAN TO CORRECT ONGOING EMPLOYMENT OF NON-LICENSED TEACHER - Dale Kimmet

At the March Board of Public Education meeting the Board directed the following action regarding Brockton Public Schools: 1) a letter from the Board disapproving the corrective plan; 2) request for the Brockton Superintendent and Board Chair to appear before the Board of Public Education at the May meeting; and 3) a meeting to be arranged by the Office of Public Instruction to deliver and discuss the disapproval letter. A meeting between the Accreditation Specialist and the Brockton Superintendent and Board Chair was held on May 4, 2009.

Mr. Al McMilin provided a brief history and stressed this has been intermittently occurring during the years prior to Superintendent Whitesell and has continued during Superintendent Whitesell's tenure. Mr. McMilin stressed that non-licensure is a critical issue that needs to be avoided at all cost. Mr. Dale Kimmet met with Superintendent Whitesell and a Brockton Board of Trustee on May 4, 2009 and provided them with the following options:

- Advertise for a licensed music teacher. Mr. Dale Kimmet noted that Brockton has an active advertisement for this position.
- The minimum standards for music are to provide instruction for grades 7-8 at the junior high level. Brockton could employ an elementary licensed teacher to teach music at that level and provide art instruction by its licensed art teacher at the high school level. This would meet the fine arts requirement and provide properly licensed teachers.
- Brockton could employ an elementary licensed teacher for music instruction at the elementary and junior high level. Then continue to employ the person that Brockton has to teach at the high school level but have her act as the facilitator along with a licensed music teacher via a distance learning program.

Mr. Richard Whitesell and Brockton Board of Trustee member Ms. Elaine Boyd appeared before the Board of Public Education. Mr. Whitesell stressed that he will not be in this position next year and believes that the new superintendent should address this issue next year. Mr. Whitesell also pointed out that the chairman of Brockton's Board of Trustees is not running for re-election. Some additional points that Mr. Whitesell addressed included: There are only two weeks left of this school year; Brockton has continued to advertise for a licensed music teacher; 90% of Brockton's teacher commute; Brockton is very isolated so it is difficult to find and retain teachers; Brockton needs higher salaries with better benefits; most American Indian schools in the state of Montana do not meet AYP; and he believed it better to

employ a teacher who can teach, but is not licensed, to provide all students of Brockton with the opportunity for music instruction.

Mr. Storrs Bishop stressed that the Brockton School District was brought before the Board of Public Education to resolve the deficiency accreditation status with the options that were provided by Mr. Dale Kimmert. The following may occur at the July's Board of Public Education meeting in regard to Brockton's accreditation:

1. The State Superintendent of Public Instruction approves the plan that Brockton will implement to correct the accreditation deviation; or
2. If the State Superintendent of Public Instruction disapproves the plan that Brockton will implement to correct the accreditation deviation, the Board of Public Education may deny Brockton Public Schools its accreditation status.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent Denise Juneau's recommendation to initiate the process that can lead to the denial of future accreditation, or the removal of the current accreditation for the schools of the Brockton Public School District – Barbara Gilligan School, Barbara Gilligan 7-8, and Brockton High School. Ms. Angela McLean seconded.

Mr. Storrs Bishop stated that the rationale behind this motion includes:

- This step is taken given the district's refusal to cease using a non-licensed teacher to provide music instruction as part of the elementary, 7-8, and high school academic programs.
- The Accreditation Division has worked with the Brockton School District for over a year to try and resolve this matter but the district has been unwilling to accept the solutions provided.
- The district representatives that appeared before the Board of Public Education have refused to agree to stop using the non-licensed teacher. This situation constitutes a serious deviation from the accreditation standards and is a failure on the part of the district to comply with state law MCA 20-4-202.
- The Accreditation Division of the Office of Public Instruction will work with Mr. Steve Meloy and with the approval of the State Superintendent will provide the Board with an outline of this process to be presented at the July Board of Public Education meeting.

State Superintendent Denise Juneau expressed her understanding of the situation facing the Brockton Public Schools, but supports the rules set by the Board of Public Education and will enforce that all schools meet these standards. It is with regret that she made this recommendation to the Board. Mr. Al McMillin informed the Board that a timeline and a process for initiating the procedure will be provided for the Board at its July meeting.

Motion approved unanimously.

Ms. Elaine Boyd asked before leaving the presenter's table, "Who is the native voice?" Mr. Cal Gilbert responded, "We all are."

**Item 14 PROGRESS REPORT AND RECOMMENDATIONS FOR REVISED 2007-2008
IMPROVEMENT PLANS FOR SCHOOLS WITH ADVICE OR DEFICIENCY
ACCREDITATION STATUS AND FOR SCHOOLS WITH REGULAR WITH
DEVIATIONS STATUS DUE TO MISASSIGNED TEACHERS - Dale Kimmert**

This presentation provided to the Board of Public Education a progress report of the improvement plans to correct accreditation deviations. This report provided current information on the action taken by schools to meet the 2007-08 improvement plans. By August 1, each school receiving Advice or Deficiency Accreditation or Schools with Regular with Deviation Status Due to Misassignments are required to submit an improvement plan describing its action to correct the deviations.

Mr. Dale Kimmet reviewed the Summary of Improvement Plans Submitted by Schools receiving Advice or Deficiency Status in the 2007-08 May Update. Some specific schools addressed in the report were:

- Helena Flats School in Flathead County does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students according to ARM 10.55.710.2. This is the third occurrence. According to ARM 10.55.712.2 the multi-grade classroom exceeds maximum class size. This is also the third occurrence. A review of the alternative standard will be conducted May 1, 2009 and a recommendation will be made at the July Board of Public Education meeting.
- Lustre Christian High School – Private Schools
- Highland, Poly Drive, Boulder, and Meadowlark Elementary Schools in Yellowstone County do not provide school counseling services at the elementary level according to ARM 10.55.710.1. Mr. Dale Kimmet and Mr. Al McMiliin met with Ms. Kathy Olson, Director of Elementary Education, at the Lincoln Center to discuss the disapproval of the district's improvement plan for Highland, Poly Drive, Boulder, and Meadowlark Elementary Schools due to insufficient counseling FTE. This is the fourth year that all four schools have had this deviation. Superintendent Jack Copps had intended to be present, but was unable to attend on 2/9/2009. Some of the following points were stressed during the meeting:
 - ✓ With the denial of the elementary counseling alternative standard in 2005, it was expected that the district would gradually add FTE to bring all schools up to the required level of counseling FTE required. While the district had been moving in that direction the current improvement plan made the statement that continued addition of FTE would be contingent on additional/available state funding. Correcting deviations from the minimum standards in a timely manner cannot be based upon "funding".
 - ✓ The district believes that they need to provide the necessary counseling FTE using the elementary population as a whole not by school. Once that threshold is met then they must determine the best use of that counseling FTE at each school.
 - ✓ The district also employs some social worker FTE in support of the counselors. Ms. Olson also noted that some of the elementary principals also hold counseling endorsements.

After meeting with Superintendent Copps on 4/27/2009, Mr. Copps requested that the Board of Public Education consider another alternative that is similar to the Helena School District that was approved. He stressed that everyone will be served equally and will not be affected by economic demographics. The Accreditation team provided an update report in May 2009 and OPI will report the alternative standard to the BPE at its July meeting.

Mr. Dale Kimmet also reviewed the Summary of Improvement Plans Submitted by Schools Receiving Regular with Deviation Status Due to Misassignments May Update for 2007-2008.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendations for the updated progress report on the revised 2007-2008 Improvement Plans for Schools with Advice or Deficiency Accreditation Status and Schools with Regular with Deviation Status Due to Misassignments. Mr. Cal Gilbert seconded. Motion passed unanimously.

Item 15 PROGRESS REPORT AND RECOMMENDATIONS FOR ON-SITE ACCREDITATION VISITS FOR SCHOOLS WITH CONTINUING SERIOUS ACCREDITATION DEVIATIONS - 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. The State Superintendent of Public Instruction provided annual recommendations to the Board for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the Office of Public Instruction's accreditation staff address continuing deviations fairly, consistently, and with intention toward continuous education improvement? The State Superintendent of Public

Instruction follows the process approved by the Board to address ongoing accreditation deviations. See the attached, "Accreditation Response Options for Continuing Deviations."

The Progress Report on On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations included the following schools: Pryor, Lambert, Plentywood, and Lewistown Elementary. Mr. Dale Kimmet stressed that the process is working quite well in most cases with very few exceptions.

MOTION: Mr. Storrs Bishop moved to approve the State Superintendent's recommendation to approve the progress report and recommendations on the On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations. Ms. Angela McLean seconded. Motion passed unanimously.

**Item 16 ADDENDUM TO 2008-2009 FINAL ACCREDITATION STATUS
RECOMMENDATIONS
Dale Kimmet**

This presentation provided to the Board of Public Education for consideration an addendum to the 2008-2009 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. Mr. Dale Kimmet explained that the letters go to the Board of Trustees Chair and the Superintendent. The addresses are often the school's address so some Board of Trustees Chairman do not receive the letter unless given to them directly by the school's staff. The status changed or there was some correction to the following school districts/school(s): Hays-Lodge Pole 7-8; Townsend K-12 Schools; Belfry High School; Cascade High School; Amsterdam School; West Yellowstone School; Ryegate K-12 Schools; Davey Elementary; Geyser 7-8; Valley View School; Broadwater School; Alberton K-12 Schools; Frontier Schools; Rosebud High School; Thompson Falls 7-8; and St. Labre Catholic High School. Most of the changes were positive with the exception of Ryegate. Ryegate K-12 Schools changed from regular status to regular with deviation.

MOTION: Mr. Storrs Bishop moved to approve the State Superintendent's recommendation to approve the addendums to the 2008-2009 Accreditation Status. Mr. John Edwards seconded. Motion passed unanimously.

Item 17 RECOMMENDATIONS FOR ALTERNATIVE STANDARD REQUESTS - 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 Denise Juneau. In addition, Mr. Al McMilin provided a brief overview and history of the alternative to the standard rule prior to the action items. A sample application and rubric was attached. A spreadsheet of the current approved variances was also included. This report was requested as an ongoing report. The yellow band represents the alternative to the standards to be approved at this meeting. The green band represents the alternative to the standards that expire at the end of June.

Mr. Dale Kimmet addressed the following alternative standards data:

- Currently 12% of our schools have at least one alternative standard
- There are a total of 154 alternative standards in place
- Currently 71 rural schools have alternative standards
- Currently 27 non-rural schools have alternative standards

He stressed that there are 154 alternative standards in place because a standard may not be a "practical" or a "viable" option to a particular school district. Then schools need to develop a different model or way of addressing the standard by either meeting or exceeding the standards. Often times the alternatives are better. Two schools were pulled from this report: 1) Luther K-8 School in Carbon County; and 2) Absarokee 7-8 in Stillwater County. Discussion ensued about the need to revise Chapter 55.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendations pertaining to the alternative standard requests with the exception of Luther K-8 in Carbon County and Absarokee 7-8 in Stillwater County. Mr. Cal Gilbert seconded. Motion passed unanimously.

Mr. Dale Kimmet provided the Board with a slide presentation of the many schools in which he traveled within the last year.

PUBLIC COMMENT

Mr. Eric Feaver commended the Board of Public Education for taking the necessary steps along with the Office of Public Instruction for the position taken in regard to the Brockton Public Schools. All public schools are under the purview of the Board of Public Education with no exceptions. Being a public school requires all to meet the accreditation requirements.

Heartfelt wishes were shared by all with Ms. Katie Wood. Ms. Katie Wood stated, "The kids in Montana are in good hands."

Dismissed at 4:50 PM

May 8, 2009 – Friday
8:30 AM

Ms. Katie Wood is excused today due to a softball tournament

Ms. Anna Green is present on behalf of the Governor's Educational Policy Advisor Ms. Jan Lombardi

Meeting called to order at 8:35 AM

PUBLIC COMMENT

The Montana School for the Deaf and the Blind's Class of 2009 were introduced and a congratulation letter was presented to each student from Ms. Anna Green on behalf of Governor Schweitzer. The graduates are: Nathan Decker, Helena; Robert Kindle, Malta; Allen Nearhoof, Great Falls; Karyll Perkins, Great Falls; Max Jiron, Missoula; Samantha Ellis, Billings; Sarah Johnson, Great Falls; Melissa Lane, Forsyth; and Dana Smith, Great Falls. Melissa Lane was unable to attend.

DISCUSSION ITEMS

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

This item was reopened to extend the discussion concerning the number of school nurses to students' ratio. Mr. Bernie Olson addressed the tight budget and recommended that the Board of Public Education consider a pilot project or implement the ratio in phases. This will enable the Board to begin with at-risk schools, determine the impact, and gather significant data to present to the next legislative session. State Superintendent Denise Juneau pointed out that the 2009 Legislature cut at-risk funding, but felt that the Board is taking the necessary steps to address this important issue. Dr. Mary Sheehy Moe suggested that there may be additional funding through the Montana Hospital Association. The Board is supportive to have the Executive Committee meet with its partners to determine the best plan of action. A report will be presented at the July BPE meeting.

Item 18 LEGISLATIVE UPDATE - Steve Meloy and Bernie Olson

Mr. Steve Meloy presented a number of bills that were of interest to the Board of Public Education during the 2009 Legislative Session. Some of them included:

- HB 2 – The Board of Public Education received a 2% reduction like all state agencies
- HB 15 – Fund K-12 Education - Died
- HB 388 (E-squared) – Impose Oil and Gas Surtax for Quality Educator Energy for Education Payment – Died
- SB 67 – Required Funding Before Schools Rules with Fiscal Impact Implemented – Died
- SB 81 – Elect Board of Public Education – Died

Mr. Eric Feaver commented that there will always be attacks on the accreditation standards and the public good, but the attacks were not specifically directed toward the Board of Public Education. He continued to say that the Board should not be afraid to take a stand on significant issues that may cause a fiscal impact, such as the school nurse to students' ratio. There will be some kick back, but the Board has the constitutional authority. MEA-MFT should not be the only opponent on many of these bills and hopes that the Board of Public Education remains engaged in these legislative discussions.

**Item 19 REPORT ON SIGN LANGUAGE INTERPRETERS' STANDARDS WORKGROUP –
Dr. Douglas Reisig and Workgroup Participants**

In January of 2008, the Board of Public Education requested CSPAC to convene a task force to study the possibility of establishing standards for sign language interpreters who work in P-12 schools in Montana. The task force met six times and created draft rules to present to the Board that would establish standards for sign language interpreters who work with P-12 students. This presentation provided a summary of the workgroup discussions and an overview of the proposed ARM rules to establish standards for sign language interpreters. Dr. Doug Reisig stressed the need to establish the standards for sign language interpreters who work in P-12 school in Montana and the workgroup addressed the following issues:

- How can Montana assure that the interpreters have the necessary skills?
- What are the resources necessary for training?
- What level of training is necessary?

Discussion ensued about the fact that there is currently no training available in the state of Montana except through distance learning. Ms. Marilyn Pearson stated that with these proposed standards it may be feasible to have post-secondary education support training. Ms. Pearson continued to say that there is not an increase in the need of interpreters, but there will certainly be attrition over time.

ACTION ITEM

PUBLIC COMMENT

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

**Item 23 RECOMMEND APPROVAL OF EXIT REPORT OF STATE ON-SITE REVIEW OF
MONTANA STATE UNIVERSITY – BOZEMAN - Dr. Linda Vrooman Peterson**

At the March 2009 Board of Public Education meeting, Dr. Lynette Zuroff, On-Site Team Chairperson, presented the exit report and team recommendation of the provisional accreditation for the Professional Education Unit at Montana State University (MSU). Dr. Larry Baker, Dean of the College of Education, Health and Human Development at MSU, provided to the BPE the MSU Rejoinder to the exit report. Following the March meeting, Dr. Zuroff called together the On-Site State Verification Review Team to consider the MSU Rejoinder. The State Verification Review Team met Wednesday, April 8, 2009. After careful review and deliberation, the team members confirmed the Exit Report with minor corrections. This presentation provided to the BPE the on-site team's response to the MSU rejoinder. Provisional accreditation requires the Dean of the Professional Education Unit at MSU to provide to the BPE the

description of the unit's plan to meet the standards "Met with Weakness" and "Not Met." If the report to the BPE indicates the Professional Education Unit is making progress toward meeting the standards, the team chairperson and appropriate team members will conduct a focused site visit of the professional Education Unit at MSU in the fall of 2009. The purpose of the focused site visit is to verify the targeted standards are met. A final recommendation will be presented to the BPE in July 2009.

Dr. Larry Baker and Dr. Robert Carson received the Office of Public Instruction's response to the rejoinder at the meeting. Dr. Baker stated that MSU and OPI are at an impasse due to a difference of opinion and approach. Dr. Linda Vrooman Peterson requested that the Board accept the response to the MSU rejoinder and approve the timeline to take final action in July 2009 with a focused on-site visit in the fall of 2009. Another exit report will be generated after the fall visit and brought before the Board.

MOTION: Ms. Angela McLean moved to accept the Response to the MSU Rejoinder and approve the timeline to take final action in July 2009 with a focused on-site visit in the fall of 2009. Mr. Cal Gilbert seconded. Motion passed unanimously.

DISCUSSION ITEM

Item 8 **MACIE REPORT - Norma Bixby**

Mr. Voyd St. Pierre reported on the April 16, 2009 MACIE meeting that summarized the discussion regarding communication among MACIE members, the agencies they represent, the Office of Public Instruction, and the Board of Public Education. A written process will be submitted to the Office of Public Instruction and the Board of Public Education. Ms. Norma Bixby was unable to attend as planned. Mr. St. Pierre reported there were three new members introduced and two members retiring. Mr. Steve Meloy was in attendance of the MACIE meeting and reported that MACIE was reauthorized through November 2010. Legislative issues were significant within the context of the meeting. Mr. Cal Gilbert expressed his frustration at how quickly the meeting dates are being set and hopes that MACIE will make more of an effort to provide advanced notice. This will enable him to be more effective as a liaison to MACIE.

Dr. Mary Sheehy Moe departed at 10:45 AM

ACTION ITEM

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.

CLOSED SESSION FOR ITEM 25 AT 10:45 AM

Item 25 **MATERIAL AND NON-PERFORMANCE HEARING - BPE CASE #2009-03 – Steve Meloy**

The Board of Public Education chose not to exercise its discretion in the material and non-performance BPE Case #2009-03. No motion occurred.

OPENED SESSION AT 11:20 AM

DISCUSSION ITEM

Item 20 **SPOTLIGHT ON THE OPI SCHOOL FINANCE DIVISION - Denise Ulberg**

The School Finance Division consists of 10 Office of Public Instruction staff members who are responsible for a wide variety of duties related to school finance, budgeting, and accounting. Their primary customers are Montana's 430 school districts and 21 special education cooperatives. They work with approximately

800 to 1,000 school and county staff (clerks, business managers, superintendents, trustees, directors and county officials). They also provide information and services to the following: OPI staff; Board of Public Education; other state agencies; federal agencies; legislators; Montana education associations; taxpayers; community leaders; students; parents; bus drivers; bus contractors; and district pupil transportation directors. The OPI School Finance Division distributes over \$700 million of state K-12 payments each year under 14 state programs. This division handles close to 40% of the entire state budget with an operating budget of just 1/10th of 1% of that amount to make it all happen. The total to be paid in FY2009 is \$704,067,442.

ACTION ITEMS

PUBLIC COMMENT

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

Item 21 RECOMMEND APPROVAL OF BASE AID PAYMENT SCHEDULE - Denise Ulberg
As required by 20-9-344, MCA, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25th of each month, with adjustments for weekends and holidays. It has been reviewed by the Board of Investments. Ms. Denise Ulberg noted that the At Risk Student Component Payment needs to be stricken from the payment schedule because the legislature did not fund.

MOTION: Ms. Angela McLean moved to approve the proposed payment schedule for fiscal year 2009-10 as presented with the At Risk Student Component Payment stricken from the schedule. Mr. Storrs Bishop seconded. Motion passed unanimously.

**Item 22 RECOMMEND APPROVAL OF NEW PROGRAMS – MONTANA STATE UNIVERSITY
– BILLINGS: PROPOSAL TO ADD PROGRAMS FOR ENDORSEMENTS IN
BROADFIELD SCIENCE, POLITICAL SCIENCE, AND AREAS OF PERMISSIVE
SPECIAL COMPETENCY FOR EARLY CHILDHOOD AND TECHNOLOGY IN
EDUCATION - Dr. Linda Vrooman Peterson**

The State Superintendent of Public Instruction recommended to the Board of Public Education approval of the provisional accreditation of the Montana State University – Billings (MSU-B) Broadfield Science Major; Political Science Major; and Areas of Permissive Special Competency in Early Childhood and Technology in Education. In March 2009, Dr. Bonnie Jones Graham, Director of Licensure Standards and Clinical Practice at MSU-B and the Science Program Dean and faculty, presented to the Board descriptions of the proposed programs including the rationale, justification, and program of study requirements relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.522 Broadfield Science; ARM 10.58.523 Political Science; ARM 10.58.527 Areas of Permissive Special Competency – Early Childhood and Technology in Education, and ARM 10.58.802 Standards for Approval. The Office of Public Instruction reviewed the materials for the proposed programs and recommended approval of the provisional accreditation of Broadfield Science Major; Political Science Major; and Areas of Permissive Special Competency in Early Childhood and Technology in Education. In 2011, the OPI will conduct an on-site visit of MSU-B to review the implementation of the provisionally accredited programs. A report will be provided to the Superintendent and the Board at a future date. Dr. Bonnie Jones Graham was present for this item.

MOTION: Ms. Angela McLean moved to approve the provisional accreditation of New Programs – Montana State University – Billings Broadfield Science Teaching Major; Political Science Teaching Major; and Areas of Permissive Special Competency: Early Childhood and Technology in Education as recommended by the State Superintendent. Ms. Sharon Carroll seconded. Motion passed unanimously.

Item 24**RECOMMEND APPROVAL OF EXIT REPORT OF JOINT NCATE/STATE ON-SITE REVIEW OF UNIVERSITY OF MONTANA – WESTERN - Dr. Linda Vrooman Peterson**

In March 2009, the Office of Public Instruction presented to the Board of Public Education the exit report of the October 2009, Joint NCATE/State Review of the Professional Education Unit at the University of Montana-Western in Dillon. The Montana State Review Team examined the specific program standards articulated in the Board of Public Education approved Professional Educator Preparation Program Standards (PEPPS). Dr. Mary Susan Fishbaugh, Interim Dean of Education at Montana State University – Billings, served as chairperson of the review process and the team. State Superintendent Denise Juneau recommended approval of the exit report and approval of full accreditation status of the Professional Education Unit at the University of Montana – Western. Discussion ensued about the accrediting process and that not every teacher preparation program needs to be directly involved in NCATE, but they must certainly meet the Board's standards.

MOTION: Ms. Angela McLean moved to approve the recommendation of the State Superintendent to accept the Joint NCATE/State Review of the Professional Education Unit at the University of Montana –Western. Mr. Bernie Olson seconded.

Ms. Angela McLean suggested that Mr. Tim Seery and Mr. Peter Donovan work together to present a proposal to promote and encourage students to participate in teacher prep programs and be diligent in addressing high need areas.

Motion passed unanimously.

Item 26**RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO PROPOSED AMENDMENTS TO ADMINISTRATIVE RULES OF MONTANA 10.57.110, 10.57.412 AND 10.57.527 PERTAINING TO AREA OF PERMISSIVE SPECIALIZED COMPETENCY, MENTOR TEACHER - Pete Donovan**

At the March Board of Public Education meeting, Dr. Jayne Downey, MSU-Bozeman, Ms. Judie Woodhouse, CSPAC member, and Mr. Peter Donovan, Administrative Officer, CSPAC, presented a recommendation on behalf of CSPAC for the Board of Public Education to adopt rules to add an Area of Permissive Specialized Competency for Mentor Teachers in Montana. This presentation was to request the Board of Public Education to adopt a Notice of Public Hearing and timeline on the amendment of ARM 10.57.110, 10.57.412, and 10.58.527 pertaining to mentor teachers to create a new Area of Permissive Special Competency (APSC). The current APSCs authorized by the Board include: early childhood education, gifted and talented education, and technology in education. The APSCs are statements of specialized competency that appear on educator licenses to indicate that the educator has completed a minimum of 20 semester college credit hours or equivalency in a specific academic area that has been approved by the Board of Public Education.

Mr. Peter Donovan reviewed the proposed rules and timeline. Mr. Donovan stated that the hearing will occur on June 22, 2009 at 9:00 AM at the OPI 1300 Conference Room if the Board of Public Education approves this proposal.

MOTION: Mr. Storrs Bishop moved to adopt the notice of public hearing and timeline relating to the proposed amendments to the Administrative Rules of Montana 10.57.110, 10.57.412 and 10.57.527 pertaining to the area of permissive specialized competency, mentor teachers. Mr. Bernie Olson seconded. Motion passed unanimously.

Item 27 RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO ADMINISTRATIVE RULES OF MONTANA 10.54.4010 THROUGH 10.54.4098 MATHEMATICS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS - Jean Howard

The Office of Public Instruction provided to the Board of Public Education the Notice of Public Hearing and Timeline relating to the K-12 Mathematics Content Standards and Performance Descriptors. This presentation included the final process for comments, review and editing, areas of focus and resulting documents. Attached are the draft Notice of Public Hearing and Timeline, "user-friendly" K-12 Mathematics Content Standards and Performance Descriptors, "A Vision of Montana Mathematics" and a synopsis of the PowerPoint.

Ms. Jean Howard reviewed the proposed rules and timeline. Ms. Howard stated that the hearing will occur on June 22, 2009 at 10:30 AM at the OPI 1300 Conference Room if the Board of Public Education approves this proposal. Discussion ensued about the four areas: 1) number sense and operations, 2) data analysis, 3) algebraic and functional reasoning, and 4) geometric reasoning. These are not courses but concepts. There is a reoccurring theme in which quantitative literacy is at the core and the proficiencies, principles, and processes are interconnected around the core. The team ensured that there is a specific link to Indian education and technology. In conclusion, Ms. Jean Howard stated that she was very confident that these math standards will be aligned with the common core.

State Superintendent Denise Juneau departed at 12:15 PM. Ms. Nancy Coopersmith represented the State Superintendent at the table.

MOTION: Mr. Storrs Bishop moved to approve for the notice of public hearing and the timeline relating to the adoption of New Rule I through New Rule XII, amendment of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, and 10.54.4040 through 10.54.4043, and repeal of ARM 10.54.4050 through 10.54.4053, 10.54.4060 through 10.54.4063, 10.54.4070 through 10.54.4073, and 10.54.4087 through 10.54.4098 pertaining to math standards and performance descriptors. Ms. Sharon Carroll seconded. Motion passed unanimously.

LUNCH AT 12:30 PM

RECONVENED AT 1:10 PM

Ms. Angela McLean was absent.

INFORMATION ITEM

Item 28 MSDB COMMITTEE MEETING REPORT - Steve Gettel

A packet of information was presented to the Board of Public Education that was designed to be presented to the Senate Finance and Claims Committee. The main focus of a document that was included is to provide MSDB students the building block to independence by:

- being ready to enter school with peer equivalent skills;
- having meaningful access to curriculum, instruction, and the school community; and
- demanding sufficient resources to meet the needs of deaf and blind students state-wide.

The draft strategic plan was completed and has been sent out to all members of the Strategic Plan Summit for review and to solicit comments and suggestions. The final copy for the Board of Public Education will be available June 26th. Mr. Steve Gettel reviewed the professional development activities at MSDB and stated that he wants to have a professional training institute for those who teach the deaf and blind.

Ms. Angela McLean returned at 1:20 PM

Mr. Steve Gettel supported the interpreter standards as presented to the Board of Public Education because this will force the issue in regard to how the state is going to train interpreters. Mr. Gettel asked the following questions:

- Who is responsible?
- Who will foot the bill?
- Why do we put the standard before we establish how to train interpreters?

The university system may not deem that it is viable to provide the training. The interpreter rule is more difficult than the Braille rule because of the issue of providing the necessary training. Building level administrators need further instruction because they are the ones that are making the decision that will affect the instruction for these students. Mr. Steve Gettel requested that the Board of Public Education provide support in regard to the strategic plan.

Mr. Steve Gettel reviewed the reassignment of staff for 2009-10, status of the budget with only a 1% reduction instead of the 2% reduction like all state agencies, MSDB Foundation activities, and the school calendar of events.

ACTION ITEM

PUBLIC COMMENT

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

Item 29 ESTABLISH EXECUTIVE STAFF SALARIES - Patty Myers

Ms. Patty Myers recommended that Mr. Steve Meloy's and Mr. Steve Gettel's salaries remain the same as contracted for 2008-2009 since all classified state employees' salaries are frozen for FY10 and FY11. Mr. Steve Meloy and Mr. Steve Gettel are exempt staff.

MOTION: Ms. Angela McLean moved to establish the Executive Secretary Steve Meloy's salary at \$88,277.25 for July 1, 2009 to June 30, 2010. Mr. John Edwards seconded. Motion passed unanimously.

MOTION: Ms. Angela McLean moved to establish the MSDB Superintendent Steve Gettel's salary at \$85,022.00 for July 1, 2009 to June 30, 2010. Mr. John Edwards seconded. Motion passed unanimously.

PRELIMINARY AGENDA ITEMS – July 15 - 17, 2009

Strategic Meeting – Review Bylaws, Operational Rules, and Boardsmanship
Assessment Update
NCLB Update
MACIE Update
Annual GED Report
Special Education Report

MOTION: Mr. Storrs Bishop moved to adjourn the meeting. Mr. Bernie Olson seconded. Motion passed unanimously.

Meeting adjourned at 2:20 PM

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BOARD OF PUBLIC EDUCATION
EXECUTIVE COMMITTEE MEETING

June 12, 2009

June 12, 2009

1:00 PM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 1:05 PM in the OPI Conference Room, Helena, MT.

Those in attendance at the meeting included the Board of Public Education's Executive Committee Members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, and Executive Secretary Mr. Steve Meloy. Ex-officio members present were State Superintendent Denise Juneau and Commissioner Sheila Stearns. Ms. Anna Green, Ms. Pat Wise, and Ms. Danielle Shyne represented ex-officio member Governor Brian Schweitzer. Staff present at the meeting included: Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Visitors in attendance included: Mr. Marco Ferro, MEA-MFT; Dr. Mary Moe, OCHE; Dr. Sylvia Moore, OCHE; Mr. Bob Runkel, OPI; Ms. Linda Kaiser, OPI; Ms. Joyce Silverthorne, OPI; Dr. Linda Vrooman Peterson, OPI; Dr. Claudette Morton, MSSA; Ms. Sue Buswell, Montana Association of School Nurses; and Ms. Cheryl Summerer, Montana Association of School Nurses.

Item 1 Virtual Academy/Board's Role

Reviewed HB 459 creating the Montana Virtual Academy; providing for the academy's purposes and governance; requiring a report to the legislature; and providing an effective date. Mr. Bob Runkel provided a draft application for the board position for the Montana Virtual Academy. Dr. Mary Moe suggested including to question #1 asking about the classes taught and/or taken by distance learning. Concerning question #3, Dr. Mary Moe wants the candidates to include a statement of their vision for the Virtual Academy. Mr. Bob Runkel pointed out that the statute did not indicate the length of the appointment, so it was decided to have the appointments to serve at the pleasure of the Board of Public Education up to 2 years.

MOTION: Ms. Angela McLean moved to accept the application of the Board Position for the Montana Virtual Academy as presented with the discussed amendments. Mr. Steve Meloy seconded. Motion passed unanimously.

The Board of Public Education will review the status of the applications and discuss furthering the process at its July meeting. Commissioner Sheila Stearns will make the

recommendation to the Board of Regents to have the hosting unit be at the University of Montana. Commissioner Stearns distributed a document titled ***Making Opportunity Affordable: Cost-effective higher education that works for students and the American economy.*** It was discussed by all that now is the time to create synergy and make a real difference to increase the number of graduates within available resources while preserving instructional quality.

Item 2 Common Core Standards Among States

The National Association of State Boards of Education (NASBE) distributed a press release on June 1, 2009 that stated that 49 states and territories is committing to a process to adopt common high academic standards in mathematics and English Language Arts for the nation's public school students. State Superintendent Denise Juneau nominated Dr. Sandra Rietz, Professor, Special Education, Counseling, Reading and Early Childhood, MSU-Billings; and Dr. Maurice Burke, Professor of Mathematics Education, MSU-Bozeman to National Validation Committee. Montana's points of contact are Mr. Steve Meloy, Executive Secretary to the Board of Public Education and Ms. Nancy Coopersmith, Assistant Superintendent at the Office of Public Instruction. The Office of Public Instruction is waiting for the draft standards and they will be distributed to the Board of Public Education as soon as OPI receives them. Ms. Anna Green stated the need to inform the K-College Workgroup as the work proceeds.

Item 3 School Nurse/Student Ratio

Ms. Sue Buswell provided a brief overview of the request to establish the ratio of one registered, professional school nurse for every 750 students. Ms. Buswell stated the need to educate administrators, school boards of trustees, and hire a school health consultant to coordinate the states' efforts. Ms. Angela McLean said this work is under the purview of the Board of Public Education and is part of Chapter 55. Chapter 55 needs to be revised and OPI will begin its research in July 2009. In January 2010 the Office of Public Instruction will report the results of its research to the Board of Public Education and intends to have a draft of the revisions to Chapter 55 by July 2011 which will include standards for school nurses. The Board of Public Education requested that Ms. Sue Buswell continue her amazing work with educating those in post-secondary education, administrators, board of trustees, and other community members. It was suggested that the Montana Association of School Nurses provide information sessions at the MEA-MFT and MTSBA conferences. State Superintendent Denise Juneau offered to have the Office of Public Instruction assist Ms. Sue Buswell with webinars to provide continuing education.

Item 4 Teacher Shortage at MSDB

The Executive Committee reviewed the concept outline for Montana Professional Development Institute for Education Practitioners who serve Deaf or Blind Children. Utilizing effective and efficient methods of delivery the statewide P-12 education system will establish a process for increasing the skill and knowledge of educators who serve deaf and blind children through the following objectives:

1. Identify the core skills and knowledge needed by special education and general education teachers and support specialists, interpreters and Braille instructors necessary to meet the educational needs of students served in home based and public school programs across the state.
2. Identify necessary training that is currently available, how it is delivered and how

- to make it accessible to Montana practitioners.
3. Work collaboratively with all partner agencies to identify and develop training modules that are not available or accessible.
 4. Work collaboratively with all partner agencies to develop an effective and sustainable system of training utilizing on-site workshops and peer to peer mentoring, delivered by a continuum of medium including synchronous video conferencing, and asynchronous video streaming and webcasts.
 5. Promote training opportunities to practitioners and parents across the state.
 6. Establish content specific requirements for professional development for teachers and support specialist who provide IEP identified services to deaf and blind children.
 7. Secure permanent on-going funding and FTE necessary to support continued development, delivery and promotion of the Professional Development Institute for Educational Practitioners who serve Deaf or Blind Children.
 8. Consider future development of technology based delivery systems that support curriculum and instruction for deaf and blind students and mentoring and support for their parents.

Ms. Patty Myers stressed that a special education license does not prepare a teacher to teach the visual or hearing impaired and MSDB may be facing a crises within the next 5 years due to attrition. Ms. Myers requested that the Certification Standards and Practices Advisory Council consider a specialized area of competency to assist in providing a system to facilitate a process in educating teachers of the visually or hearing impaired. State Superintendent Denise Juneau believes internships would enable teachers to extend beyond their existing education to meet the needs of these special needs students and the Highly Qualified Teachers status of No Child Left Behind. Ms. Angela McLean stressed the need to have post-secondary education involved from the beginning. Mr. Peter Donovan will move forward with this work.

MOTION: Ms. Angela McLean moved to adjourn the meeting. Mr. Steve Meloy seconded. Motion passed unanimously.

Meeting adjourned at 3:15 PM

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		ELAPSED TIME YTD: 92%	
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR
1101 Regular	01100	9,459.60	105,738.45
1104 Vacation	01100		585.57
TOTAL 61100 Salaries		9,459.60	106,324.02
301 Per Diem	01100		200.00
401 FICA	01100	691.28	7,834.78
402 Retirement - Other	01100	130.12	1,728.74
403 Group Insurance	01100	1,189.44	12,078.71
404 Workers Compensation Insur	01100	134.16	1,506.31
404A State Fund Dividend-NONBUDG	01100		44.05-
410 State Unemployment Tax	01100	52.02	584.72
411 Teachers Retirement	01100	682.50	7,703.53
TOTAL 61400 Employee Benefits		2,879.52	31,392.74
TOTAL 61000 Personal Services		12,339.12	137,916.76
1102 Consult & Prof Services	01100		11.00
1104 Insurance & Bonds	01100		325.50
1108 Legal Fees & Court Costs	01100		361.20
1113 Warrant Writing Services	01100	2.76	43.21
1114 Payroll Service Fees	01100		75.00
1114A Misc Network Serv/DOA	01100	276.50	276.50
11148 SABHRS Administrative Costs	01100		1,923.52
11153 Expanded E-Mail Storage	01100	3.00	3.00
11171 Mid-Tier Processing / D Of A	01100	484.00	484.00
11174 Data Network Serv/D Of A	01100	618.25	738.25
11191 Printing/Other Provider	01100		96.55
11199 General	01100		2,430.00
TOTAL 62100 Other Services		1,384.51	6,767.73
2212 Photo & Reproduction	01100	84.37	1,520.70
2213 Professional	01100		2.40
2236 Ofc Supplies/Central Stores	01100	441.61	441.61
2241 Office Sup/Minor Equip-NonStat	01100	98.81	1,577.06
2280 Program Expense	01100	51.88	284.26
TOTAL 62200 Supplies & Materials		235.06	3,826.03
2304 Postage & Mailing	01100	91.17	704.85
2307 Messenger Services - D Of A	01100	157.00	157.00
2309 Advertising - Non Recruiting	01100	19.00	95.00
2319 Cellular Phones	01100	58.52	644.05
2370 Telephone Equip Chrg/D Of A	01100	75.00	675.00
2385 Long Distance Chrg/D Of A	01100	7.09	236.63
2389 Telephone Directories	01100		4.00
TOTAL 62300 Communications		407.78	2,516.53
2401 In-State Personal Car Mileage	01100		135.72
2404 In-State State Motor Pool	01100	134.02	317.62
2407 In-State Meals	01100	102.00	142.00
2408 In-State Lodging	01100	327.60	950.06
2410 In-State Meals Overnight	01100		120.00

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
22412	01100		678.00			92%	678.00
2427	01100		3.00				3.00
2485	01100		199.71				199.71
2489	01100	1,863.40	11,486.40				11,486.40
2490	01100	211.00	1,879.00				1,879.00
2493	01100	151.80	151.80				151.80
2497	01100	607.20	6,115.08				6,115.08
TOTAL		3,397.02	22,178.39				22,178.39
2512	01100		32.50				32.50
2528	01100	544.39	6,536.68				6,536.68
TOTAL		544.39	6,569.18				6,569.18
2801	01100		21,677.00				21,677.00
2802	01100		198.51				198.51
2817	01100		1,390.00				1,390.00
2878	01100	104.00	634.00				634.00
2888	01100		3,533.64				3,533.64
TOTAL		104.00	27,433.15				27,433.15
TOTAL		6,072.76	69,291.01				69,291.01
TOTAL FUND 01100 General Fund		18,411.88	207,207.77				207,207.77
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		18,411.88	207,207.77				207,207.77
PART-B BUDGET REVENUE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	ESTIMATE	RECOGNIZED	BALANCE		
12030 Accommodations Tax	01100	2009	200.00		200.00		
TOTAL FUND 01100 General Fund			200.00		200.00		
TOTAL PROGRAM 2009			200.00		200.00		
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			200.00		200.00		
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	BUDGET	ENCUMBERED	EXPENDED		%
2000 Operating Expenses	01100	2008	2,159.28	2,159.28	2,159.28		
TOTAL SUB-CLS 235H1 ADMINISTRATION			2,159.28	2,159.28	2,159.28		
TOTAL FUND 01100 General Fund			2,159.28	2,159.28	2,159.28		
TOTAL PROGRAM 2008			2,159.28	2,159.28	2,159.28		
1000 Personal Services	01100	2009	137,879.00	137,879.00	137,879.00		100
1000 Personal Services	01100	2009	1,970.17	81.81	81.81		4
1000 Personal Services	02122	2009	298.00		298.00		
1000 Personal Services	02122	2009	53.89		53.89		
TOTAL 61000 Personal Services			140,201.06	137,960.81	137,960.81		98
2000 Operating Expenses	01100	2009	81,400.00	70,541.01	70,541.01		87
TOTAL SUB-C 35H1 ADMINISTRATION			219,27	208,420.01	208,420.01		95

RT-B BUDGET EXPENSE ACCOUNT SUMMARY	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	ELAPSED TIME YTD:	92%
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				1,970.17	81.81	BALANCE	%
TOTAL FUND 01100 General Fund				221,249.17	208,501.82	1,888.36	4
TOTAL SUB-CLS 235H1 ADMINISTRATION				298.00		12,747.35	94
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				53.89			
TOTAL FUND 02122 Advisory Council				351.89			
TOTAL PROGRAM 2009				221,601.06	208,501.82	13,099.24	94
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				221,601.06	210,661.10	13,099.24	94

RT-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	JRNLT-ID	DATE	JRNLT-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
101 PAY1830237	05/05/2009	000014	PPE	04/24/09 III ON-CYCLE	2.80		
101 PAY1830237	05/05/2009	000015	PPE	04/24/09 III ON-CYCLE	4,727.00		
101 PAY1835794	05/19/2009	000014	PPE	05/08/09 IJ1 ON-CYCLE	2.80		
101 PAY1835794	05/19/2009	000015	PPE	05/08/09 IJ1 ON-CYCLE	4,727.00		
TOTAL 61101 Regular					9,459.60		
401 PAY1830237	05/05/2009	000005	PPE	04/24/09 III ON-CYCLE	0.21		
401 PAY1830237	05/05/2009	000017	PPE	04/24/09 III ON-CYCLE	345.44		
401 PAY1835794	05/19/2009	000006	PPE	05/08/09 IJ1 ON-CYCLE	0.22		
401 PAY1835794	05/19/2009	000018	PPE	05/08/09 IJ1 ON-CYCLE	345.41		
TOTAL 61401 FICA					691.28		
402 PAY1830237	05/05/2009	000001	PPE	04/24/09 III ON-CYCLE	79.18		
402 PAY1830237	05/05/2009	000004	PPE	04/24/09 III ON-CYCLE	0.05		
402 PAY1835794	05/19/2009	000001	PPE	05/08/09 IJ1 ON-CYCLE	79.18		
402 PAY1835794	05/19/2009	000004	PPE	05/08/09 IJ1 ON-CYCLE	0.05		
402 0001838940	05/28/2009	000001	Retirement - Other		28.34-		
TOTAL 61402 Retirement - Other					130.12		
403 PAY1830237	05/05/2009	000009	PPE	04/24/09 III ON-CYCLE	594.35		
403 PAY1830237	05/05/2009	000012	PPE	04/24/09 III ON-CYCLE	0.37		
403 PAY1835794	05/19/2009	000009	PPE	05/08/09 IJ1 ON-CYCLE	594.35		
403 PAY1835794	05/19/2009	000012	PPE	05/08/09 IJ1 ON-CYCLE	0.37		
TOTAL 61403 Group Insurance					1,189.44		
404 PAY1830237	05/05/2009	000016	PPE	04/24/09 III ON-CYCLE	0.04		
404 PAY1830237	05/05/2009	000018	PPE	04/24/09 III ON-CYCLE	67.04		
404 PAY1835794	05/19/2009	000016	PPE	05/08/09 IJ1 ON-CYCLE	0.04		
404 PAY1835794	05/19/2009	000020	PPE	05/08/09 IJ1 ON-CYCLE	67.04		
TOTAL 61404 Workers Compensation Insur					134.16		
410 PAY1830237	05/05/2009	000002	PPE	04/24/09 III ON-CYCLE	26.00		
410 PAY1830237	05/05/2009	000006	PPE	04/24/09 III ON-CYCLE	0.01		
410 PAY1835794	05/19/2009	000002	PPE	05/08/09 IJ1 ON-CYCLE	26.00		
410 PAY1835794	05/19/2009	000007	PPE	05/08/09 IJ1 ON-CYCLE	0.01		
TOTAL 61410 State Unemployment Tax					52.02		
411 PAY1830237	05/05/2009	000007	PPE	04/24/09 III ON-CYCLE	0.19		

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

PORT ID: MTGL0106-O
 S. UNIT: 51010 Board of Public Education
 R THE FY PERIOD: MAY 2009

ELAPSED TIME YTD: 92%

RT-C	CURR MONTH	DETAIL EXPENSE TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
CNT	JRNL-ID	JRNL-LN DESCRIPTION			
411	PAY1830237	05/05/2009 000021 PPE 04/24/09 I11 ON-CYCLE	341.06		
411	PAY1835794	05/19/2009 000008 PPE 05/08/09 IJ1 ON-CYCLE	0.19		
411	PAY1835794	05/19/2009 000023 PPE 05/08/09 IJ1 ON-CYCLE	341.06		
TOTAL	61411	Teachers Retirement	682.50		
113	0001836389	05/20/2009 000001 Warrant Writing Services	2.76		
1144	0001836397	05/20/2009 000006 Misc Network Serv/DOA	276.50		
1153	0001836397	05/20/2009 000005 Expanded E-Mail Storage	3.00		
1171	0001830393	05/05/2009 000001 Mid-Tier Processing / D Of A	484.00		
1174	0001829324	05/01/2009 000001 Data Network Serv/D Of A	15.00		
1174	0001836397	05/20/2009 000001 Data Network Serv/D Of A	15.00		
1174	0001836397	05/20/2009 000007 Data Network Serv/D Of A	588.25		
TOTAL	62174	Data Network Serv/D Of A	618.25		
2212	ACC1836725	05/21/2009 000003 Xerox	84.37	00002112	LYON FINANCIAL SERVICES INC
2241	ACC1829543	05/01/2009 000006 Engraving	30.00	00002100	PAUL FORAN
2241	ACC1838766	05/28/2009 000006 Refreshments May Mtg	68.81	00002114	ALBERTSONS INC
TOTAL	62241	Office Sup/Minor Equip-NonStat	98.81		
2280	ACC1829543	05/01/2009 000007 Water	19.00	00002098	LEHRKINDS INC
2280	ACC1829543	05/01/2009 000008 Cable	30.44	00002099	BRESNAN COMMUNICATIONS LLC
2280	0001815408	05/01/2009 000001 Program Expense	2.44		
TOTAL	62280	Program Expense	51.88		
2304	ACC1832952	05/13/2009 000027 Meals and Postage	17.46	00002101	STEVE MELOY
2304	ACC1832952	05/13/2009 000028 Meals, Lodging, Postage	5.32	00002102	CAROL WILL
2304	0001830395	05/05/2009 000001 Postage & Mailing	68.39		
TOTAL	62304	Postage & Mailing	91.17		
22307	0001836397	05/20/2009 000003 Messenger Services - D Of A	157.00		
2309	0001829324	05/01/2009 000002 Advertising - Non Recruiting	9.50		
2309	0001836397	05/20/2009 000002 Advertising - Non Recruiting	9.50		
TOTAL	62309	Advertising - Non Recruiting	19.00		
2319	ACC1834946	05/16/2009 000011 Cell Phone	58.52	00002110	VERIZON WIRELESS SERVICES LLC
2370	0001829324	05/01/2009 000003 Telephone Equip Chrg/D Of A	75.00		
2385	0001829324	05/01/2009 000004 Long Distance Chrg/D Of A	2.33		
2385	0001836397	05/20/2009 000004 Long Distance Chrg/D Of A	4.76		
TOTAL	62385	Long Distance Chrg/D Of A	7.09		
2404	0001838329	05/27/2009 000001 In-State State Motor Pool	134.02		
2407	ACC1832.	05/13/2009 000029 Meals and Postage	34.00	00002101	STEVE MELOY

ELAPSED TIME YTD: 92%

ART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

JRNL-CCNT JRNL-ID DATE JRNL-LN DESCRIPTION

AMOUNT VCHR-ID VENDOR NAME

22489 ACC1832952 05/13/2009 000033 Mileage, Lodging, Meals

196.90 00002106 ANGELA MCLEAN

477.40 00002107 SHARON CARROLL

258.50 00002108 BERNIE OLSON

260.70 00002104 KATIE WOOD

217.80 00002105 STORRS BISHOP

211.20 00002109 BERNIE OLSON

240.90 00002111 JOHN EDWARDS

1,863.40

TOTAL 62489 Non-Employee In State Mileage

22490 ACC1832952 05/13/2009 000038 Mileage, Lodging, Meals

22.00 00002105 STORRS BISHOP

22.00 00002106 ANGELA MCLEAN

52.00 00002107 SHARON CARROLL

34.00 00002108 BERNIE OLSON

6.55 00002104 KATIE WOOD

22.45 00002104 KATIE WOOD

18.00 00002109 BERNIE OLSON

34.00 00002111 JOHN EDWARDS

211.00

TOTAL 62490 Non-Employee In State Meals

22493 ACC1832952 05/13/2009 000044 Mileage, Lodging, Meals

151.80 00002105 STORRS BISHOP

75.90 00002106 ANGELA MCLEAN

151.80 00002107 SHARON CARROLL

151.80 00002108 BERNIE OLSON

75.90 00002104 KATIE WOOD

151.80 00002111 JOHN EDWARDS

607.20

TOTAL 62497 Non-Employee In-State Lodging

544.39 00002115 SEB LLP

104.00 00002113 HELENA CITY OF TREASURER

18,411.88

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 100 - MT Commission on Teaching 01
 MGR NAME: MELOY,STEPHEN

REPORT ID: MTGL0106-O
 S. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MAY 2009

PAGE NO. 1
 RUN DATE: 05/30/2009
 RUN TIME: 14:58:50

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY						92%
493 Non-Employee Out State Lodging	08116		409.92			CURR+PRIOR
TOTAL FUND 08116 Montana Commission on Teaching			409.92			409.92
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY			409.92			409.92

PART-B BUDGET REVENUE ACCOUNT SUMMARY		ELAPSED TIME YTD: 92%	
ACCOUNT	FUND PROG	ESTIMATE	RECOGNIZED
2030 Accommodations Tax	01100 2009	200.00	BALANCE
TOTAL FUND 01100 General Fund		200.00	200.00
TOTAL PROGRAM 2009		200.00	200.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY		200.00	200.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT YEAR		CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR			CURR+PRIOR	
1101 Regular	02122	6,845.22	77,163.31			77,163.31	
1301 Per Diem	01100	350.00	1,750.00			1,750.00	
1401 FICA	02122	260.48	5,531.16			5,531.16	
1402 Retirement - Other	02122	71.54	1,508.09			1,508.09	
1403 Group Insurance	02122	969.87	13,004.60			13,004.60	
1404 Workers Compensation Insur	02122	62.43	1,319.61			1,319.61	
1410 State Unemployment Tax	02122	19.21	406.02			406.02	
1411 Teachers Retirement	02122	234.34	4,959.73			4,959.73	
TOTAL 61400 Employee Benefits	02122	1,617.87	26,729.21			26,729.21	
TOTAL 61000 Personal Services		8,813.09	105,642.52			105,642.52	
TOTAL FUND 01100 General Fund		350.00	1,750.00			1,750.00	
TOTAL FUND 02122 Advisory Council		8,463.09	103,892.52			103,892.52	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		8,813.09	105,642.52			105,642.52	

PART-B BUDGET EXPENSE ACCOUNT SUMMARY		BUDGET		ENCUMBERED	EXPENDED	BALANCE	%
ACCOUNT	FUND	PROG	SUB-CLS				
0000 Personal Services	01100	2009	235H3	3,075.00	1,750.00	1,325.00	57
0000 Personal Services	02122	2009	235H1	103,692.00	103,692.00	103,692.00	100
0000 Personal Services	02122	2009	235H8	1,507.00	200.52	1,306.48	13
TOTAL 61000 Personal Services				108,274.00	105,642.52	2,631.48	98
TOTAL SUB-CLS 235H3 ADVISORY CNCL REIMB INC				3,075.00	1,750.00	1,325.00	57
TOTAL FUND 01100 General Fund				3,075.00	1,750.00	1,325.00	57
TOTAL SUB-CLS 235H1 ADMINISTRATION				103,692.00	103,692.00	103,692.00	100
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				1,507.00	200.52	1,306.48	13
TOTAL FUND 02122 Advisory Council				105,199.00	103,892.52	1,306.48	99
TOTAL PROGRAM 2009				108,274.00	105,642.52	2,631.48	98
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				108,274.00	105,642.52	2,631.48	98

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS		AMOUNT	VCHR-ID	VENDOR NAME
CCCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION
11101	PAY1830236	05/05/2009	000014	PPE 04/24/09 I11 ON-CYCLE
11101	PAY1830236	05/05/2009	000015	PPE 04/24/09 I11 ON-CYCLE
11101	PAY1830237	05/05/2009	000023	PPE 04/24/09 I11 ON-CYCLE
11101	PAY1835793	05/19/2009	000015	PPE 05/08/09 IJ1 ON-CYCLE
11101	PAY1835793	05/19/2009	000016	PPE 05/08/09 IJ1 ON-CYCLE
11101	PAY1835794	05/19/2009	000022	PPE 05/08/09 IJ1 ON-CYCLE
11101	0001838940	05/28/2009	000008	Regular
TOTAL	61101	Regular		6,845.22
11301	ACC1832952	05/13/2009	000025	Per Diem
11301	ACC1832952	05/13/2009	000026	Per Diem
11301	ACC1834946	05/16/2009	000009	Per Diem
11301	ACC1834946	05/16/2009	000010	Per Diem
TOTAL	61301	Diem		350.00

PORT ID: MTGL 5-0
 S. UNIT: 51010 Board of Public Education
 R THE FY PERIOD: MAY 2009

RT-C	CURR	MONTH	DETAIL	EXPENSE	TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR	NAME
CNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION					
401	PAY1830236	05/05/2009	000003	PPE 04/24/09	III ON-CYCLE	0.48			
401	PAY1830236	05/05/2009	000010	PPE 04/24/09	III ON-CYCLE	250.63			
401	PAY1830237	05/05/2009	000020	PPE 04/24/09	III ON-CYCLE	8.89			
401	PAY1835793	05/19/2009	000005	PPE 05/08/09	IJ1 ON-CYCLE	0.48			
401	PAY1835794	05/19/2009	000019	PPE 05/08/09	IJ1 ON-CYCLE	8.88			
401	0001838940	05/28/2009	000006	FICA		8.88-			
TOTAL	61401	FICA				260.48			
402	PAY1830236	05/05/2009	000001	PPE 04/24/09	III ON-CYCLE	62.06			
402	PAY1830236	05/05/2009	000012	PPE 04/24/09	III ON-CYCLE	0.34			
402	PAY1830237	05/05/2009	000003	PPE 04/24/09	III ON-CYCLE	8.80			
402	PAY1835793	05/19/2009	000012	PPE 05/08/09	IJ1 ON-CYCLE	0.34			
402	PAY1835794	05/19/2009	000003	PPE 05/08/09	IJ1 ON-CYCLE	8.80			
402	0001838940	05/28/2009	000003	Retirement - Other		8.80-			
TOTAL	61402	Retirement - Other				71.54			
403	PAY1830236	05/05/2009	000007	PPE 04/24/09	III ON-CYCLE	1.87			
403	PAY1830236	05/05/2009	000016	PPE 04/24/09	III ON-CYCLE	624.13			
403	PAY1830237	05/05/2009	000022	PPE 04/24/09	III ON-CYCLE	31.28			
403	PAY1835793	05/19/2009	000006	PPE 05/08/09	IJ1 ON-CYCLE	1.87			
403	PAY1835793	05/19/2009	000014	PPE 05/08/09	IJ1 ON-CYCLE	310.72			
403	PAY1835794	05/19/2009	000021	PPE 05/08/09	IJ1 ON-CYCLE	31.28			
403	0001838940	05/28/2009	000007	Group Insurance		31.28-			
TOTAL	61403	Group Insurance				969.87			
404	PAY1830236	05/05/2009	000005	PPE 04/24/09	III ON-CYCLE	59.95			
404	PAY1830236	05/05/2009	000011	PPE 04/24/09	III ON-CYCLE	0.12			
404	PAY1830237	05/05/2009	000010	PPE 04/24/09	III ON-CYCLE	2.24			
404	PAY1835793	05/19/2009	000010	PPE 05/08/09	IJ1 ON-CYCLE	0.12			
404	PAY1835794	05/19/2009	000010	PPE 05/08/09	IJ1 ON-CYCLE	2.24			
404	0001838940	05/28/2009	000004	Workers Compensation Insur		2.24-			
TOTAL	61404	Workers Compensation Insur				62.43			
410	PAY1830236	05/05/2009	000004	PPE 04/24/09	III ON-CYCLE	0.04			
410	PAY1830236	05/05/2009	000006	PPE 04/24/09	III ON-CYCLE	18.44			
410	PAY1830237	05/05/2009	000013	PPE 04/24/09	III ON-CYCLE	0.69			
410	PAY1835793	05/19/2009	000003	PPE 05/08/09	IJ1 ON-CYCLE	0.04			
410	PAY1835794	05/19/2009	000013	PPE 05/08/09	IJ1 ON-CYCLE	0.69			
410	0001838940	05/28/2009	000005	State Unemployment Tax		0.69-			
TOTAL	61410	State Unemployment Tax				19.21			
411	PAY1830236	05/05/2009	000008	PPE 04/24/09	III ON-CYCLE	0.14			
411	PAY1830236	05/05/2009	000009	PPE 04/24/09	III ON-CYCLE	234.06			
411	PAY1835793	05/19/2009	000008	PPE 05/08/09	IJ1 ON-CYCLE	0.14			
TOTAL	61411	Teachers Retirement				234.34			
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS				8,813.09			

STATE OF MONTANA

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

PAGE NO. 1
 RUN DATE: 05/30/2009
 RUN TIME: 14:58:50

PORT ID: MTGL0106-0
 S. UNIT: 51010 Board of Public Education
 R THE FY PERIOD: MAY 2009

RT-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 92%
FUND	COUNT					CURR+PRIOR
02219	101 Regular	125.06	125.06			125.06
02219	301 Per Diem		50.00			50.00
02219	401 FICA	259.51	259.51			259.51
02219	402 Retirement - Other	99.20	99.20			99.20
02219	403 Group Insurance	344.69	344.69			344.69
02219	404 Workers Compensation Insur	62.19	62.19			62.19
02219	410 State Unemployment Tax	19.13	19.13			19.13
02219	411 Teachers Retirement	234.06	234.06			234.06
TOTAL	61400 Employee Benefits	1,018.78	1,018.78			1,018.78
TOTAL	61000 Personal Services	1,143.84	1,193.84			1,193.84
02219	102 Consult & Prof Services		11.00			11.00
02219	104 Insurance & Bonds		325.50			325.50
02219	1108 Legal Fees & Court Costs		1,117.20			1,117.20
02219	1113 Warrant Writing Services	2.76	39.63			39.63
02219	1114 Payroll Service Fees		75.00			75.00
02219	1144 Misc Network Serv/DOA	276.50	276.50			276.50
02219	1148 SABHRS Administrative Costs		1,923.48			1,923.48
02219	1153 Expanded E-Mail Storage	3.00	3.00			3.00
02219	1171 Mid-Tier Processing / D Of A	484.00	484.00			484.00
02219	1174 Data Network Serv/D Of A	618.25	738.25			738.25
02219	1190 Printing/Pub & Graphics		256.98			256.98
TOTAL	62100 Other Services	1,384.51	5,250.54			5,250.54
02219	2212 Photo & Reproduction	84.36	995.93			995.93
02219	2213 Professional		2.39			2.39
02219	2236 Ofc Supplies/Central Stores		549.18			549.18
02219	2241 Office Sup/Minor Equip-NonStat		489.79			489.79
02219	2280 Program Expense	49.43	281.73			281.73
TOTAL	62200 Supplies & Materials	133.79	2,319.02			2,319.02
02219	2304 Postage & Mailing	68.39	581.67			581.67
02219	2307 Messenger Services - D Of A	158.80	158.80			158.80
02219	2309 Advertising - Non Recruiting	19.00	95.00			95.00
02219	2370 Telephone Equip Chrg/D Of A	75.00	675.00			675.00
02219	2385 Long Distance Chrg/D Of A	3.39	28.20			28.20
02219	2389 Telephone Directories		4.00			4.00
TOTAL	62300 Communications	324.58	1,542.67			1,542.67
02219	2404 In-State State Motor Pool		189.41			189.41
02219	2407 In-State Meals		106.00			106.00
02219	2408 In-State Lodging		525.80			525.80
02219	2412 Out-Of-State Commercial Trans		580.40			580.40
02219	2417 Out-Of-State Meals		43.00			43.00
02219	2418 Out-Of-State Lodging		790.50			790.50
02219	2427 Commuter Allowance		78.75			78.75
02219	2485 NonEmployOutStateCommerc/Trans		2,070.17			2,070.17
02219	2489 Non-Employee In State Mileage		5,121.60			5,121.60
02219	2490 Non-Employee In State Meals		658.00			658.00
02219	2492 Non-Employee Out State Meals		303.13			303.13

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	92%
						CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
493 Non-Employee Out State Lodging	02219		1,850.26			1,850.26	
497 Non-Employee In-State Lodging	02219	544.38	6,536.56			2,566.62	
TOTAL 62400 Travel		544.38	6,569.06			14,883.64	
512 Storage	02219		32.50			32.50	
528 Rent-Non Dept of Admin	02219		6,536.56			6,536.56	
TOTAL 62500 Rent			6,569.06			6,569.06	
801 Dues	02219		400.00			400.00	
802 Subscriptions	02219		85.77			85.77	
817 Meetings/Conference Costs	02219		964.00			964.00	
878 Parking Fees	02219	104.00	624.00			624.00	
888 Statewide Indirect Costs	02219		3,533.61			3,533.61	
TOTAL 62800 Other Expenses		104.00	5,607.38			5,607.38	
TOTAL 62000 Operating Expenses		2,491.26	36,172.31			36,172.31	
TOTAL FUND 02219 Research Fund		3,635.10	37,366.15			37,366.15	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		3,635.10	37,366.15			37,366.15	

ACCOUNT	FUND	PROG	SUB	CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
PART-B BUDGET EXPENSE ACCOUNT SUMMARY									
000 Operating Expenses	02219	2008	235H5			210.90-	210.90		
TOTAL SUB-CLS 235H5 RESEARCH						210.90-	210.90		
TOTAL FUND 02219 Research Fund						210.90-	210.90		
TOTAL PROGRAM 2008						210.90-	210.90		
000 Personal Services	02219	2009	235F3		6.55		1,193.84	6.55	3
000 Personal Services	02219	2009	235H5		34,146.00		1,193.84	32,952.16	3
TOTAL 61000 Personal Services					34,152.55			32,958.71	3
000 Operating Expenses	02219	2009	235H5		45,854.00		36,172.31	9,681.69	79
TOTAL SUB-CLS 235F3 FY2007 CARRYFORWARD					6.55			6.55	
TOTAL SUB-CLS 235H5 RESEARCH					80,000.00		37,366.15	42,633.85	47
TOTAL FUND 02219 Research Fund					80,006.55		37,366.15	42,640.40	47
TOTAL PROGRAM 2009					80,006.55		37,366.15	42,640.40	47
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY					80,006.55	210.90-	37,577.05	42,640.40	47

RT-C	CNT	CURR MONTH	DETAIL	EXPENSE	TRANSACTIONS	DATE	JRNL-ID	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
101	0001838940	05/28/2009	000014	Regular					125.06		
401	PAY1835793	05/19/2009	000011	PPE 05/08/09	IJ1 ON-CYCLE				250.63		
401	0001838940	05/28/2009	000012	FICA					8.88		
TOTAL	61401	FICA							259.51		
402	PAY1835793	05/19/2009	000001	PPE 05/08/09	IJ1 ON-CYCLE				62.06		

ELAPSED TIME YTD: 92%

PORT ID: MTGL0106-O	CURR MONTH	DETAIL EXPENSE TRANSACTIONS	AMOUNT	VCHR-ID	VENDOR NAME
402	05/28/2009	000002 Retirement - Other	28.34		
402	05/28/2009	000009 Retirement - Other	8.80		
TOTAL		Retirement - Other	99.20		
403	05/19/2009	000019 Group Insurance	313.41		
403	05/28/2009	000013 Group Insurance	31.28		
TOTAL		Group Insurance	344.69		
404	05/19/2009	000004 PPE 05/08/09 IJ1 ON-CYCLE	59.95		
404	05/28/2009	000010 Workers Compensation Insur	2.24		
TOTAL		Workers Compensation Insur	62.19		
410	05/19/2009	000007 PPE 05/08/09 IJ1 ON-CYCLE	18.44		
410	05/28/2009	000011 State Unemployment Tax	0.69		
TOTAL		State Unemployment Tax	19.13		
411	05/19/2009	000009 PPE 05/08/09 IJ1 ON-CYCLE	234.06		
1113	05/20/2009	000002 Warrant Writing Services	2.76		
1144	05/20/2009	000012 Misc Network Serv/DOA	276.50		
1153	05/20/2009	000011 Expanded E-Mail Storage	3.00		
1171	05/05/2009	000002 Mid-Tier Processing / D Of A	484.00		
1174	05/01/2009	000005 Data Network Serv/D Of A	15.00		
1174	05/20/2009	000008 Data Network Serv/D Of A	15.00		
1174	05/20/2009	000013 Data Network Serv/D Of A	588.25		
TOTAL		Data Network Serv/D Of A	618.25		
2212	05/21/2009	000004 Xerox	84.36	00002112	LYON FINANCIAL SERVICES INC
2280	05/01/2009	000009 Cable	30.43	00002099	BRESNAN COMMUNICATIONS LLC
2280	05/01/2009	000010 Water	19.00	00002098	LEHRKINDS INC
TOTAL		Program Expense	49.43		
2304	05/05/2009	000002 Postage & Mailing	68.39		
2307	05/20/2009	000010 Messenger Services - D Of A	1.80		
2307	05/20/2009	000014 Messenger Services - D Of A	157.00		
TOTAL		Messenger Services - D Of A	158.80		
2309	05/01/2009	000006 Advertising - Non Recruiting	9.50		
2309	05/20/2009	000009 Advertising - Non Recruiting	9.50		
TOTAL		Advertising - Non Recruiting	19.00		
2370	05/01/2009	000007 Telephone Equip Chrg/D Of A	75.00		
2385	05/01/2009	000008 Long Distance Chrg/D Of A	3.39		

STATE OF TANA
 ORGANIZATION DE' REPORT
 ORG: 50 - Research Program 01
 MGR NAME: MELOY,STEPHEN

REPORT ID: MTGL 5-O
 S. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MAY 2009

PAGE NO.
 RUN DATE: 05/30/2009
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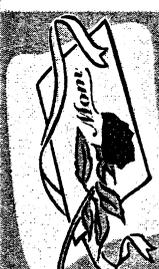
ELAPSED TIME YTD: 92%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 JRNLCNT JRNLCNT DATE JRNLCNT DESCRIPTION
 528 ACC1838766 05/28/2009 000008 June 2009 Rent
 878 ACC1838766 05/28/2009 000010 June's Parking

AMOUNT	VCHR-ID	VENDOR NAME
544.38	00002115	SEB LLP
104.00	00002113	HELENA CITY OF TREASURER

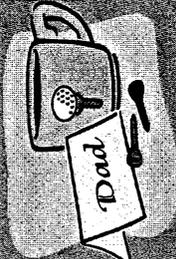
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 3,635.10

May 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 Meeting with Governor's Office concerning national standards - Steve	2
3	4	5	6	7	8	9
				Board of Public Education Meeting - MSDB		
	11	12	13	14	15	16
			Operation Read to Me - Anaconda Steve/Carol	K - College - Helena 1-4 - Steve/Bernie		
			20	21	22	23
			Class 8 Meeting Pete/Steve			MSDB Graduation - Great Falls - Patty
	18	19		28	29	30
	School Law Stakeholder Meeting Steve	Taking Stock: Priorities and Opportunities for Two-year Education in Montana - Great Falls - Steve	MT Virtual Academy HB 459 - Steve/Pete	Board of Regents Meeting MSU-Great Falls		
24	25		Learning First Alliance Steve			
						

June 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1	2	3	4	5	6
7	8	9	10	11	12	13
	Education Partners Supporting the MT Academy - Steve/Pete	Meeting with Jon Runnalls - Steve,Pete,Anneliese,	Making Opportunity Affordable Conference - Denver, CO - Angela	Making Opportunity Affordable Conference - Denver, CO - Angela	BPE Executive Committee Meeting - Helena - Patty, Angela, Steve, Pete	
	16	16	Meeting with Asst. Supt. Tom Moore, GFPS, Virtual Academy - Great Falls - Patty	Learning First Alliance - Steve	Accreditation Process - Patty, Storrs, Steve	20
	We the People Conference - June 14 - 18 - Billings - Angela					
	23	23	24	25	26	27
	9:00 Hearing - Mentor Teachers - Steve/Pete 10:30 Hearing - Math Standards - Steve/Pete		Reviewing the Legal Road Map - Revising Licensure - Steve,Pete, Angela, Anneliese	Pre-Class 8 Process Meeting Pete		
28	29	30	Notes:			
			Meeting with Dan Villa and Anna Green with the Governor's Office Concerning Common Core on 6/22/09 - Steve			
			Meeting to discuss the future of Educator Forum on 6/22/09 - Pete			



July 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2 Class 8 Process Meeting - Pete	3	4 
5	6	7	8 Mini-Ed Forum Pete, Steve	9	10	11
12	13	14	Executive Committee - Review Virtual Academy Applications - Patty, Angela, Steve BPE Strategic Planning	16 Board of Regents' Meeting - Little Big Horn College	17	18
19	20	21	22	23 Board of Public Education Meeting - Helena	24	25
26	27	28	29	30	31	Notes:

Executive Secretary's Report

Thursday, July 16, 2009

By: Steve Meloy/ Executive Secretary

This summer is busy for our office. HB 459, sponsored by Representative Grinde, has become the main piece of legislation of interest to the Board. We have met a number of times with the OPI and have developed a process to receive applicants to the governing board of the Montana Virtual Academy. The BPE will make its decisions at the July 2009 meeting. The Governor and the Superintendent of Public Instruction have signed on with a group of states to develop a uniform common core standard in both math and language arts. This work will cause us to review a draft which has been facilitated by ACHIEVE, College Board and ACT to decide how Montana would like to align with standards which are designed to increase rigor and create international benchmarks. We continue to work on implementation of the class eight license and it appears that the CSPAC review committee will have many applications to consider when it meets on the 22nd of July. We have been planning our strategic planning retreat for this July to determine priorities for the coming year. We will give some attention to the way the meetings are constructed and how they flow. The Learning First Alliance is exploring the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. We have also been engaged in how to address the teacher shortage at MSDB. CSPAC will be involved with this issue, and will consider an area of specialized competency for teaching of sensory impaired children. The Board continues to work in concert with OPI and partners to continue the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57, which resulted in the adoption of new category of K-12 licensure. CSPAC reviewed Class 8 applications in March of 2009, and will continue on July 22nd.

Work continues with legislative oversight committees, specifically to our strategic planning and combining efforts with the five-year planning process, as well as the filing of a strategic planning document for the next biennium. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator Wanzenreid, and copied the whole committee on a position in this regard. We attended a meeting sponsored by the Education and Local Government Interim Committee. SJ 8 passed this session, and will be the mechanism to continue our work with the legislature. The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the "leaky pipeline" and post-secondary readiness work of the Kindergarten to College Workgroup.

Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. New assessments will have to be developed if the new Common Core becomes a reality. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. The CSPAC crew continues their work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57, which was a revised chapter adopted by the Board at our March meeting. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. One case has been appealed to the First Judicial District for judicial review and has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years.

We intend to convene a second statewide meeting regarding information surrounding “threshold” behaviors of educators who may constitute a breach of safety for public school students. The next meeting is to be after the major work surrounding Chapter 57 has been completed and hopefully in early fall of 2009. The Board is currently faced with a 2% cut to its budget for the coming biennium which will amount to about \$10,000. We worked very hard to be exempted out as we are a small agency, but were not successful.

Board work continues to include but is not limited to: the Common Core Standards; the work of the Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty, and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; plan for the BPE’s five year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; total review and final implementation of Chapter 57 prior to the 2009 license cycle; Kindergarten to College Workgroup; dual enrollment/credit work; counsellorship initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous interim committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; involvement with planning for NASBE’s annual meeting; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education for All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and presentation to the 2009 session; project development to implement the teacher loan repayment plan found in SB 2; issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant

follow-up on student leadership; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

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

- Continued work with legislature on fiscal responsibility processes for SB 152
- Planning for the fall educator conferences
- Coordination of efforts on the Montana Virtual Academy planning
- Attended Milken Festival for Youth celebration in Anaconda
- Attended May Kindergarten to College Workgroup meeting
- Attended School Law Education for School Administrators meeting
- Attended meeting(s) of the Learning First Alliance
- Met with OCHE on Class 8 implementation concerns/issues
- Participated on a two year education panel at the College of Great Falls
- Attended two meetings of the Montana Virtual Academy
- Attended June 12, 2009 BPE Executive Committee meeting
- Met with Dan Villa, the Governor's new education policy advisor
- Met with the new CSPAC appointee orientation
- Met with OPI to discuss accreditation processes
- Presided over rule hearing on mentor teachers
- Presided over rule hearing on the revised and new math standards
- Attended a meeting at OPI to discuss the "legal roadmap" for the handling of license discipline cases
- Attended mini education forum meeting

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. There is a great deal of interest from the legislature to expand our state's distance learning offerings and the work of the Virtual Academy will certainly lend to this effort. Other areas include Common Core, assessment, strategic planning, and relation building with OPI, the Board of Regents, the Governor's office, the legislature, OCHE, and the Kindergarten to College Workgroup.

Montana Board of Public Education's
Strategic Planning Session

Save the Date

Wednesday, July 15, 2009
1:00 PM – 4:00 PM

Join the Board of Public Education and its partners to be part of a process to provide input at the BPE's Strategic Planning Session. The work will explore priorities for the current Board plan for the coming year. The session will be in Room #317 at the Montana State Capitol in Helena, MT. Please consider sending a representative if you are unable to attend. An agenda will be forthcoming.

For the upcoming agenda, visit the Board of Public Education's Web site at: www.bpe.mt.gov



MONTANA BOARD OF PUBLIC EDUCATION

PO Box 200601
Helena, MT 59620-0601

Phone (406) 444-6576
www.bpe.mt.gov

Meetings Attended by Peter Donovan
04/28/09 to 07/10/09

- | | |
|---|----------------------|
| 1. ETS Client Meeting, Princeton, New Jersey | 04/28/09 to 05/01/09 |
| 2. BPE Great Falls | 05/7-8/09 |
| 3. Megan Kerzman, Graduation, School Psych., U of M | 05/16/09 |
| 4. Tom Gibson, Steve Meloy, Elizabeth Keller, Class 8 Update | 05/20/09 |
| 5. Planning Meeting, Montana Virtual Academy, OPI | 05/27/09 |
| 6. National Assoc. of State Directors of Teacher Education and Certification, annual conference, Jacksonville, FL | 05/29/09 to 06/03/09 |
| 7. John Runnalls' orientation to CSPAC with Steve and Anneliese | 06/09/09 |
| 8. BPE Executive Committee | 06/12/09 |
| 9. Planning Meeting, Montana Virtual Academy, OPI | 06/15/09 |
| 10. BPE Public Hearings on draft ARM rules | 06/22/09 |
| 11. Discussion of potential options for the future of the Montana Educator Forum | 06/22/09 |
| 12. Review of legal road map for educator licensure, OPI | 06/24/09 |
| 13. Planning for Class 8 Review Panel meeting in July | 06/25/09 |
| 14. Meeting with post-secondary partners on Class 8 process | 07/02/09 |
| 15. K-12 Education Forum | 07/08/09 |

Upcoming Meetings:

- | | |
|----------------------|----------|
| Class 8 Review Panel | 07/22/09 |
| CSPAC | 07/23/09 |

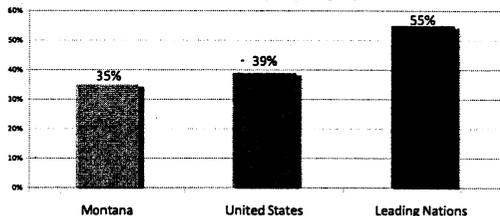
Making Opportunity Affordable

Advancing a Productivity Agenda
through the Focused, Integrated Use
of Montana's Two-Year Colleges

June 2009

Making Opportunity Affordable

Percentage of Young-Adult Degree Attainment
Ages 25-34, Associate Degree or Higher, 2008

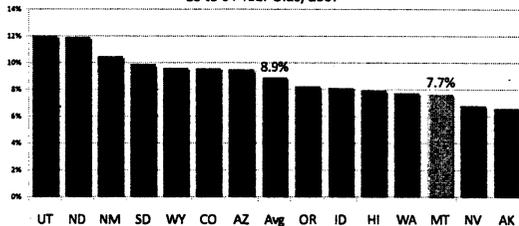


Source: OECD, Education at a Glance 2008

- To keep pace with leading nations, by the year 2025 the U.S. needs to produce 64 million more undergraduate degrees.
- Currently we are on track to produce 48 million degrees; at that pace the gap between the U.S. and leading nations will be significantly widened.

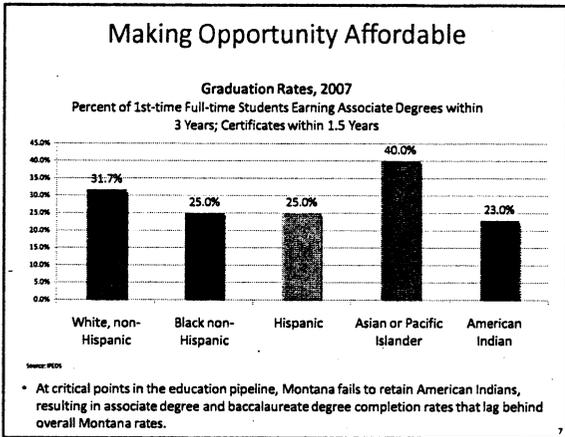
Making Opportunity Affordable

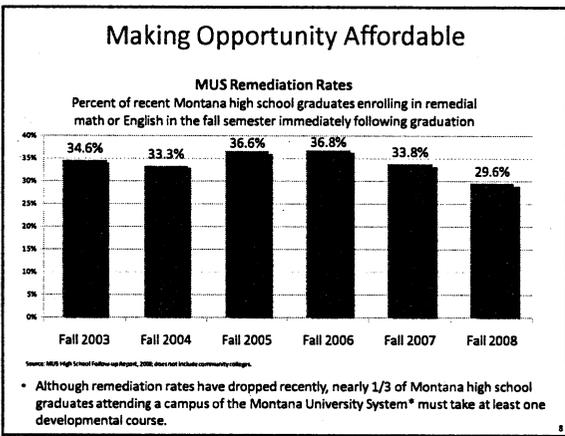
Percentage of the Total Population Enrolled in College
18 to 64 Year Olds, 2007

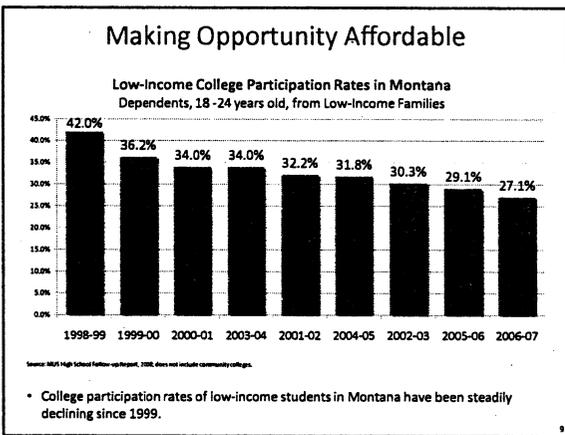


Source: IPEDS Fall Enrollment Survey, US Census Bureau

- Montanans' engagement in higher education is low in comparison to other states and suggests that the state has significant room for improvement.







Making Opportunity Affordable

Montana's MOA Productivity Agenda

- ❖ Increase enrollments in two-year programs
- ❖ Increase certificate and degree production at two-year colleges
- ❖ Increase successful transfer, thereby increasing four-year degree production
- ❖ Improve efficiency in order to improve affordability for students and state

Making Opportunity Affordable

Target Populations for the Productivity Agenda

- ❖ Non-traditional students
(last in West; 49th in nation)
- ❖ High school students
(last in West; 45th in nation)
- ❖ Under-prepared students
(30% of recent hs grads)
- ❖ American Indian students
(low graduation rates)
- ❖ Low-income students
(declining enrollment)



Making Opportunity Affordable

The Policy Framework for Two-Year Education



- 20 locations/providers of two-year education and programs
- Missions, programs, tuition, and services vary

Making Opportunity Affordable

The Policy Framework for Two-Year Education

Readiness

- Mixed messages

Access and Retention

- Mixed levels of access
- Affordability and access
- Access for adults
- Access for high school students

Curriculum and Transfer

- Underutilized tools
- Duplication

Affordability

- Tuition differentiation not enough
- Lack of need-based aid

Efficiency

- Lack of coordination
- Funding disparities
- Duplication



The Policy Framework for Two-Year Education

Readiness: Mixed Messages

Montana's Medical Billing and Coding Programs				
Course	Writing	Math	Human Relations	Other
A	Intro to Bus. Writ.	College Algebra	Human Relations	Essentials of Anat & Phys
B	College Writing I	Intro to Algebra	Intro to Psychology	Med. Science Nonclin. A&P
C	Intro to Tech. Writ.	Intern. Algebra	Organiz. Psychology	A&P I and II Crit. Analysis Med. Microbio.

The Policy Framework for Two-Year Education

Access: Mixed Bag

Access to Comprehensive Two-Year Mission in Montana				
Type of College	Workforce Preparation	Transfer	Developmental	GED Completion/ ABE
Community College	X	X	X	X
Stand-alone COT	X	X	X	
Embedded COT	X	1/3 X	2/3 X	
Tribal College	X	X	X	X, X

The Policy Framework for Two-Year Education
Curriculum and Transfer: Unused Assets

Associate Degree Recipients Continuing Baccalaureate Studies			
Associate Degree Cohort	Percent Continuing Studies	Percent Transferring	Percent Staying at AS/AA Campus
2002-03 Grads Continuing by 2006	46%	18%	28%
2007-08 Grads Continuing by 2009	37%	29%	8%

Does not include community colleges.

Transfer Students Presenting a Completed Transfer Credential		
Total Transferring in Fall 2008	Percent Presenting Completed Transfer "Cove"	Percent Transferring
6,051 students	5.9%	11.85%

16

The Policy Framework for Two-Year Education
Affordability: On the Decline

1. % of family income needed to pay for two-year college expenses in MT has increased 3% since 2000 – is 10% higher than high-performing states.
2. Poorest families pay 29% of family income – up 16% from 2000 – 22% higher than the high-performing states.
3. Needs-based aid limited. For every \$1 in Pell Grant funding, Montana adds only 9 cents in needs-based aid. High-performing states add 89 cents for every Pell Grant dollar.

17

The Policy Framework for Two-Year Education

Efficiency: "Room for Improvement"

- Widely varying cost per student – top of range nearly double the bottom of range.
- Lack of integration and coordination exacerbates other problems – readiness, access, transfer, affordability – and requires expensive duplication.

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Making Opportunity Affordable

Board of Regents' Resolution

1. Bring the full two-year mission to all two-year colleges and charge them to serve as regional hubs for workforce development, dual credit, adult access
2. Coordinate approaches to dual credit, transfer, adult access
3. Use an integrated information system to facilitate access, coordination, resource-sharing, and efficiency

Making Opportunity Affordable

Your Turn:

Where do these themes intersect with K-12?

How can we work together to improve all Montanans' educational opportunities?

Making Opportunity Affordable

Contact Information:

Mary Sheehy Moe
Deputy Commissioner for 2-year Education
mmoe@montana.edu
444-0316

EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: Health Enhancement

PRESENTER: Cathy Kendall
Health Enhancement Division Administrator
Office of Public Instruction

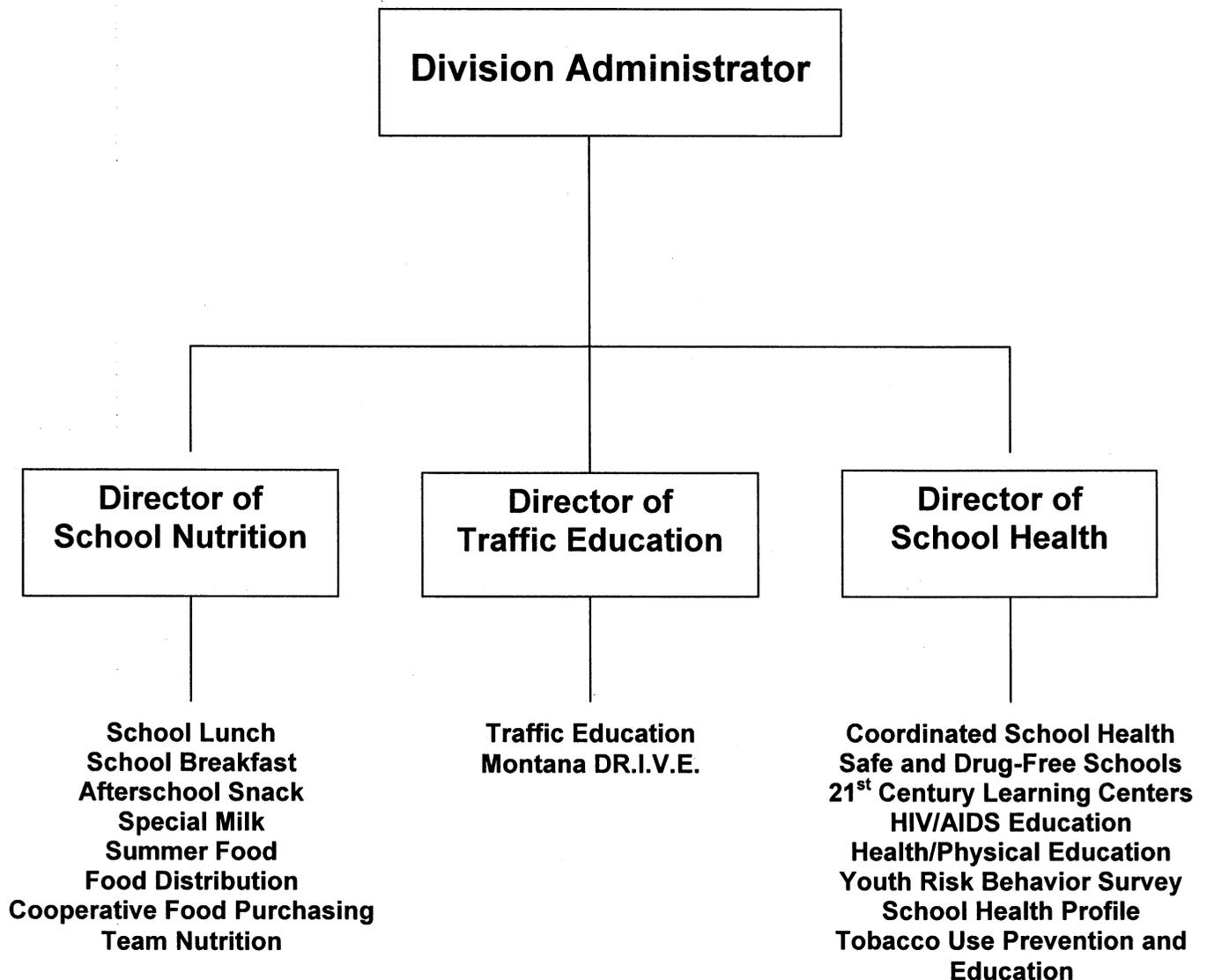
OVERVIEW: This presentation is a highlight of the scope and responsibilities of the Health Enhancement Division.

REQUESTED DECISION(S): Information only

OUTLYING ISSUE(S): none

RECOMMENDATION(S): N/A

HEALTH ENHANCEMENT AND SAFETY DIVISION



July 2009

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

Health Enhancement Division
Board of Public Education
July 2009

Coordinated School Health Unit:

Program Titles : YRBS; HIV/AIDS/STD; School Health Profiles, Health /Physical Education Programs; 21st Century Community Learning Centers; Tobacco Prevention Education; Safe and Drug-Free Schools Program, School Health Programs.

Staff, Activities, Budgets

YRBS; HIV/AIDS/STD; School Health Profiles, Health/Physical Education

Susan Court: Project Director:

Funding: \$257,658 annual budget from the CDC; National Center for Chronic Disease Prevention and Health Promotion Division.

- HIV prevention curricula used as a means to increase youth involvement with and acknowledging successes of peer to peer education, the Montana Office of Public Instruction has blended these two factors into a fall HIV Peer Education training that allowed for 7 teams (4-5 students and an advisor) to attend an intense two-day training to learn an HIV/AIDS "101", teaching strategies for critical-thinking and refusal skill development, and lesson plans for use with K-12 students.
- The HIV Peer Educators have presented full-day (usually on World AIDS Day) awareness sessions to their entire student body; most of the school sessions were for students grades 7 through 12. The impact of their educational efforts and the message imparted has been reported by numerous community newspapers. Furthermore, the teams have been requested by outlying school districts to talk to their student bodies about responsible sexual behaviors.
- YRBS Program Impact
As reported by the Information Technologies Division at OPI, from March 1, 2008 through February 28, 2009 the Montana Office of Public Instruction's YRBS web site had **20,518 hits** with **56,179** downloads. Published documents and hardcopy reports will be produced in limited supply, but based on the usefulness of this web site and its' success, greater attention will be given to data formats available electronically.

21st Century Community Learning Centers

Sandi Smith; Program Representative

Amanda Domino: Program Specialist

Funding: Provided by the U.S. Department of Education: \$ 5,542,713. This is an increase of \$244,999 from last fiscal year.

- The federal government has increased funding over the past two years after three years of level funding
- The increased funding has allowed us to add 12 new afterschool programs for 2008-09 and there will be new grantees for 2009-2010
- The Department of Education allowed OPI to offer grants beyond five years, so fifth year grantees compete for 60% of their original funding
- Five programs are in their seventh year of funding and ten programs are in their sixth year
- These programs have worked hard to sustain 40% of their funding from within their community or other grant funds
- Our fall conference was the first conference that was partnered with Learn & Serve and Character Education
- The 2008 conference brought in 119 attendees, our largest conference ever
- We are currently planning for the 2009 conference for August of 2009.

Tobacco Education:

Cheri Seed: Specialist

Funding: \$500,000 annual budget for 2009-2010. Received through an MOU w/ DPHHS/ Chronic Disease Prevention & Health Promotion Bureau, Public Health and Safety Division .

- Complete a policy assessment among grantee districts to determine current school tobacco policies and identify gaps
- Develop an *OPI Comprehensive Tobacco-Free School Model Policy* in coordination with national partners and supported by the MT Tobacco Use Prevention Program
- Provide technical assistance and resources to five grantee school districts seeking to adopt and implement comprehensive school policy beyond the requirements of the Clean Indoor Air Act. Three districts have achieved this goal to date.
- Integrate media literacy curriculum to improve critical thinking skills and assist students to make healthy decisions
- Increase awareness of tobacco industry marketing tactics among school administrators and staff via professional conferences
- Assist schools in planning and evaluation efforts by utilizing School Health Profile and Youth Risk Behavior Survey data
- Provide resources and links to increase student involvement in youth advocacy and mentoring programs
- Promote tobacco cessation among students and staff in coordination with the Montana Quit Line

The Tobacco Prevention Education program will transition to a more statewide approach to meet the following primary objectives for the 2009-2010 SFY:

- Assist school districts in adoption/implementation of comprehensive tobacco free school policies
- Increase awareness among school administrators and staff of tobacco industry youth marketing tactics
- Provide technical assistance to coordinate new school tobacco free campus signage
- Support school tobacco use prevention efforts and provide media literacy professional development opportunities

Coordinated School Health Programs, Safe and Drug-Free Schools

Karin Billings: Coordinated School Health Programs Director

Marion Erp: Division Administrative Officer

Leona Wetherall: CSH Unit Administrative Assistant

Funding: Level funding for 2009-2010. Our total grant award ~ \$1,345,228. Allocation from Title IV Part A, NCLB Act 2001. Formula grant established by Congress.

- Funds support programs on violence prevention in and around schools, strengthen programs that prevent illegal use of alcohol, tobacco and other drugs.
- The Title IV E-grants support the following:
 - Student assistance programs such as counseling and mentoring
 - Alternate education or prevention programs to reduce truancy
 - Services to suspended or expelled students
 - Testing of students for illegal drug use, inspection of student lockers, canine searches
 - School safety hotlines
 - Background checks of LEA employees and prospective employees
 - Special one-time events such as Red Ribbon Week
 - Address consequences of violence and illegal drug use/dangers of drugs
 - Acquiring/installing of electronic locks, surveillance cameras
 - Developing and implementing school security plans
 - Safe zones of passage such as bicycle and pedestrian safety programs
 - Hiring and training security personnel

**Health Enhancement Division
Board of Public Education
July 2009**

Coordinated School Health Unit:

Program Title: School Nutrition Programs

Budget:

OPI Administration not including grants (2009SY): \$486,988

Federal Reimbursement to Schools (2008SY): \$28,313,544

State Match Funding to Schools (2008SY): \$629,773

Staff:

Christine Emerson, M.S., R.D., School Nutrition Programs Director

Sofia Janik, Program Officer-Accountant

Kenadine Johnson, Cooperative Purchase Coordinator

Teresa Motlas, M.S., R.D., School Nutrition Programs Specialist

Brenda Peppers, School Nutrition Programs Specialist

Judy Wilson, Food Distribution Coordinator

Alison Wolf, Administrative Assistant

Katie Bark, R.D., Nutrition Education Specialist, MT Team Nutrition Program, MSU

Activities and Successes:

National School Lunch Program provides more than 80,000 meals daily in 808 Montana schools.

Afterschool Snack Program helps 153 schools in Montana serve snacks to children in after school activities aimed at promoting the health and well being of children and youth in our communities.

Food Distribution Program coordinates the distribution of more than \$3 million in USDA commodity foods to schools that provide lunches to students.

School Breakfast Program provides more than 23,000 meals daily in 690 Montana schools to promote learning readiness and healthy eating behaviors.

Special Milk Program offers milk to children in 12 Montana schools who do not have access to other meal programs.

Summer Food Service Program helps Montana children participating in 78 sponsors (18 are new in 2009) throughout the state get the nutrition they need to learn, play, and grow throughout the summer months when they are out of school.

Team Nutrition Program provides schools with nutrition education materials for children and families; technical assistance materials for school food service; and materials to build school and community support for healthy eating and physical activity.

Cooperative Purchase Program allows small schools to take advantage of cost savings through bulk purchasing of high-quality nutritious foods.

Fresh Fruit and Vegetable Program) provides children in participating schools with free fresh fruits and vegetables between school meals. This new program in Montana in the 2009SY had a total of 28 sponsors/50 schools with a total allocation of \$608,949.

Challenges:

Getting it all done with eight people administering the nine programs in 260 school food authorities and 78 summer sponsors with continuous program changes and growth.

Health Enhancement Division
Board of Public Education
July 2009

Traffic Education Unit:

Program Title : **Novice Traffic Education (TE)**
 Montana DRIVE Advanced Driver Training (DRIVE)

Budget: **TE special revenue from state driver license fees**
Administration: \$128,147
Reimbursement to Schools: \$800,000 – 900,000
DRIVE proprietary fund – user fees \$166,840 (dependent on revenue)

Staff: David Huff, Director
 Fran Penner-Ray, Program Specialist
 10-12 Seasonal part-time, Professional Instructors

Activities and successes:

TE: Provides knowledge and skill training for young novice drivers

- Approves district TE programs and Qualified TE teachers
- Annually reimburses districts a portion of traffic education expenses
- Facilitates Cooperative Driver Testing Program with DOJ through local districts – TE teachers proctor knowledge and skill tests and issue permits
- Conducts annual professional development conference in partnership with Montana Traffic Education Association (very popular)
- K.E.Y.S. pilot testing parent teen homework to help parents supervise driving
- Scholarships funded by MDT for TE teacher training on or near Reservations.
- New CD based curriculum developed by OPI and MDT very popular
- OPI coordinates young driver priorities for MDT state comprehensive highway safety plan
- Embarking on Large Scale Evaluation of TE program with AAA Foundation for Traffic Safety (not Montana AAA Club)
- Board of Education and OPI collaborated on new ARMs to provide additional pathways to become approved TE Teachers

DRIVE: (DRiver In-Vehicle Education) Advanced Driver Training, Lewistown

- Conducts very popular 1-day workshops during summer break
- Appropriate for school bus drivers, TE teachers and anyone who drives a lot or wishes to improve skills.

Challenges:

TE: Teen crashes remain too high; shortage of TE teachers; state TE funding for schools has been static since early 1990s – was 50% of district costs, now less than 25%; costs are increasing; and fewer teens are taking driver education

DRIVE: Old mobile units used for classroom, office, and storage are in need of replacement

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

Board of Education:
Kindergarten to College Workgroup
Draft Agenda

May 14, 2009

1:00 pm – 4:00 pm

Governor's Budget Office Conference Room
2nd Floor State Capitol

- 1:00 pm Roll Call
- 1:05 pm Introductions
- 1:10 pm Approve December 9, 2008 Meeting Minutes
- 1:15 pm Opening Remarks
Chairperson Erin Williams
- 1:30 pm MCIS progress report
Keith Kelly, Commissioner of Dept. of Labor & Industry
- 1:45 pm go2collegeMT progress report
Anna Green, Governor's Office
- 2:00 pm Legislative update
- *Around-the-table format, please be prepared to give an update on recent legislative activity, including the American Recovery and Reinvestment Act*
- 3:00 pm Priority areas – What's next?
Chairperson Erin Williams
- 4:00 pm Adjourn

Public comment welcome on all items

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Montana Statewide Dropout and Graduate Report for 2007-08 School Year
- PRESENTER:** Andy Boehm
Research Specialist
Office of Public Instruction
- OVERVIEW:** The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provides information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools, during the 2007-08 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None



**Montana Statewide
Dropout and Graduate
Report**

2007- 08 School Year

May 2009



The Montana Office of Public Instruction, Denise Juneau, Superintendent

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Introduction

The Montana School Accreditation Standards (10.55.603, ARM) require schools to do follow-up studies of graduates and students no longer in attendance. This report provides information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools, during the 2007-08 school year. Increasing dropout rates and decreasing completion and graduation rates have spurred much research into this subject in Montana and nationwide. The reports mentioned below are representative of the research but are far from the only organizations doing research in this field.

The Impact of Dropping Out of School

Consequences of dropping out include increase chances of being in poverty, being unemployed, being on public assistance, being in prison or on death row, being divorced, or being a single parent according to a 2006 study funded by the Bill and Melinda Gates Foundation called *The Silent Epidemic, Perspectives of High School Dropouts*. On average, high school dropouts earn \$9,200 less per year than high school graduates, and about one million dollars less over a lifetime than college graduates. Dropouts were three times more likely than college graduates to be unemployed in 2004, 40% of dropouts receive some type of government assistance, and dropouts are eight times more likely to be in jail or prison than a high school graduate. If a dropout resorts to a life of crime and drugs, the lifetime cost to the nation is between \$1.7 to \$2.3 million.

According to the Alliance for Excellent Education the lost lifetime earnings in Montana from dropouts this year alone total nearly \$830 million. Montana would save more than \$29.8 million in health care costs over the lifetime of each class of dropouts. The economy of Montana would see a combination of crime related savings and additional revenue of about \$19.6 million each year if the male high school graduation rate would increase by just 5%.

Why They Dropout

There is no sole cause that can conclusively foretell who is at risk of dropping out. In *The Silent Epidemic, Perspectives of High School Dropouts*, the top five reasons for dropping out were classes were not interest-

ing, missed too many days and could not catch up, bad influences (hanging out with the wrong crowd), had too much freedom (both from parents and schools), and failing grades.

In the survey of high school dropouts contained within *The Silent Epidemic, Perspectives of High School Dropouts*, 88% had passing grades with 62% having "C's and above"; 58% dropped out with two years or less to complete high school (58% of Montana's dropouts were in 11th or 12th grade); 81% recognized that graduating from high school was vital to their success; and 74% would have stayed in school if they had to do it over again. The amount of homework a child does as night can indicate the chances of a child dropping out. In the same survey 80% of students, who dropped out, did less than an hour of home work each day in high school.



Graduate and Dropout Definitions and Data Collections

Traditionally, each fall, schools report graduate data for all high schools and dropout data for grades 7 through 12 by gender and race/ethnicity categories for the previous school year. The No Child Left Behind Act of 2001 (NCLB), greatly increased accountability for student academic achievement for all public schools. The determination of Adequate Yearly Progress (AYP) under NCLB requires that public high and 7-8 schools disaggregate both dropout and graduate data not only by gender and race/ethnicity, but also by the following subgroups: economically disadvantaged, students with disabilities, limited English proficient, and migrant. In addition, public high schools must also report graduate data by whether or not graduates graduated "in the standard number of years" (i.e., "on-time"). A non-standard graduate is a student taking longer than 4 years to complete and does not have an IEP allowing for additional time.

Graduate Definitions and Data Collection

Montana accredited high schools report graduate numbers to the OPI each fall for the previous school year using the definition in the box to the right.

Dropout Definitions and Data Collection

Dropout rates can be calculated and reported in three different ways: event rates (snapshot of those who drop out in a single year), status rates (proportion of population who have not completed school and are not enrolled), and cohort rates (a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group). The collection method used in this report is an event rate adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Data Limitations

Because the number of students enrolled for small schools and racial minority groups is relatively low, small annual changes in data can cause wide variations in annual completion, graduation, and dropout rates. For example, in a class with 10 students, one dropout would translate to a 10 % dropout rate. A more realistic indicator for small schools and racial minority groups is an average of several years. Montana has developed a student information system and is now able to track students across schools and school years.

Beginning in 2006-07, the process for counting dropouts became more precise by putting into effect Montana's State Student Information System, AIM (Achievement in Montana), reducing differences in school translation of the dropout definition. AIM documents pupil migration into and out of the PK-12 educational structure. Data about pupil migrations are used by AIM to determine if a student is a dropout or not. In AIM, dropout counts are based primarily on AIM enrollment records and AIM end status. The 2007-08 school year dropout and graduation numbers were the first to go through a thorough quality assurance process, which included sending the complete dropout and completion numbers to the school for signature by their Authorized Representative confirming dropout and completion numbers.

Graduates are the count of individuals who:

- 1) completed the high school graduation requirements of a school district, including early graduates, during the previous school year,
or
- 2) completed the high school graduation requirements of a school district at the end of summer prior to the current school year.

General Education Development Test (GED) recipients are not counted as graduates.

Standard Number of Years (i.e., "On-time") Graduate is an individual who:

- 1) completes a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade,
or
- 2) has an Individualized Education Program (IEP) allowing for more than four years to graduate.

Dropouts are the count of individuals who:

- 1) were enrolled in school on the date of the previous year's October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count;
or
- 2) were not enrolled at the beginning of the previous school year but were expected to enroll and did not re-enroll during the year ("no show") and were not enrolled on the date of the current school year October count;
and
- 3) have not graduated from high school or completed a state or district-approved high school educational program;
and
- 4) have not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.



Analysis of Montana 2007-08 Dropout Rate

Calculating a Dropout Rate

Dropout rates are calculated by dividing the number of dropouts as defined above by the October enrollment total. Dropout rates vary for disaggregated student groups (i.e., race/ethnicity, gender). Calculating and analyzing disaggregated dropout rates is key to determining if certain groups of students are more likely to drop out and can be used in developing and targeting dropout prevention efforts.

- Montana Office of Public Instruction implemented a Student Records Confidentiality Policy on February 1, 2008 that prohibits the release of non-directory information for counts under ten. This includes racial/ethnic, dropout, and completer and graduate sub-groups. Counts under ten will be indicated by the “<10” symbol in all of the applicable tables in this document.

2007-08 Montana Statewide Dropout Rate Summary

- Montana accredited schools reported that 2,540 students dropped out of grades 7 through 12 during the 2007-08 school year. The corresponding October enrollment was 69,943 yielding a dropout rate of 3.6% for the 2007-08 school year. (See Table 1 on following page.)
 - The 2007-08 dropout rate for Montana grades 7 and 8 was relatively low (0.3%), but represents 65 students leaving school.
 - The 2007-08 dropout rate for Montana high schools was 5.2%.
 - Dropouts increased this year due to an increase in accountability in the student information system (AIM) and quality control procedures.
- Peak dropout rates have traditionally been observed in 10th grade, when many students turn 16 and students can legally exit the school system. Section 20-5-102(1), Montana Code Annotated states:
“Except as provided in [Montana Code Annotated §20-5-102(2)], any parent, guardian, or other person who is responsible for the care of any child who is 7 years of age or older prior to the first day of school in any school fiscal year shall cause the child to be instructed in the program prescribed by

the board of public education pursuant to

Dropout Rate Formula

Dropout Rate = Number of dropouts/October enrollment X 100

Example:

The 2007-08 Dropout Rate for Montana Accredited Schools =
2,540 Dropouts for grades 7 through 12, divided by 69,943 students enrolled in October 2007, multiplied by 100 = 3.6%.

20-7-111 until the later of the following dates:

- (a) the child's 16th birthday;
- (b) the date of completion of the work of the 8th grade.”

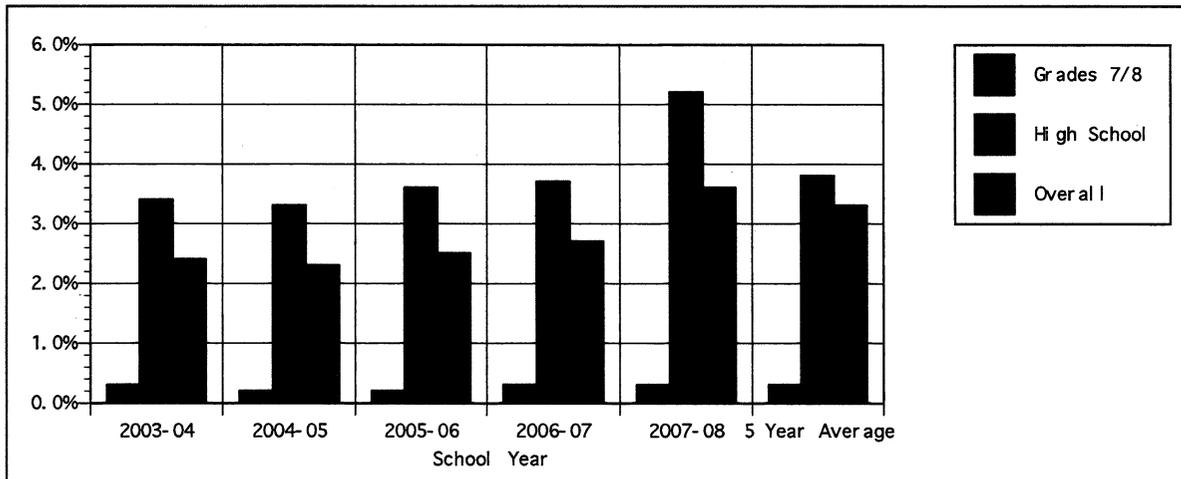
For the 2007-08 school year, however, peak dropout rates were observed in 12th grade with 11th grade not far behind.

- Males drop out of school at a higher rate than do females. Males represent 51% of the total school enrollment for grades 7 through 12 and 55% of the dropouts, whereas females represent 49% of the total school enrollment for grades 7 through 12 and 45% of the dropouts.
- For the 2007-08 school year, American Indian students represented 10.7% of the total school enrollment for grades 7 through 12, but account for 24.1% of the total dropouts.
 - The 2007-08 American Indian dropout rate for Montana grades 7 and 8 was 1.3%.
 - The 2007-08 American Indian dropout rate for Montana high schools was 11.5%.
 - The American Indian Dropout rate increased by 3.0%, while the dropout rate went up 0.8% for White students from the 2006-07.
 - The five year average for all students increased by 0.8% to 3.3%.

Table 1 2007-08 Montana Dropout Rate Summary			
	Dropout Rates	Dropout Count	Enrollment
Overall Total	3.6%	2,540	69,943
HS Total	5.2%	2,475	47,885
Gr 12	6.4%	730	11,406
Gr 11	6.1%	707	11,584
Gr 10	5.1%	624	12,326
Gr 9	3.1%	386	12,515
Ungraded* HS	51.9%	28	54
7 & 8 Total	0.3%	65	22,058
Gr 8	0.4%	43	11,192
Gr 7	0.2%	22	10,865
Ungraded*7-8	0.0%	<10	1
Gender			
Male	3.9%	1,392	35,920
Female	3.4%	1,148	34,023
Race/Ethnicity			
American Indian	8.2%	612	7,457
Asian	2.3%	17	737
Hispanic	4.4%	70	1,594
Black	3.7%	20	546
Pacific Islander	3.8%	<10	159
White	3.1%	1,815	59,450

* "A class that is not organized on the basis of grade grouping and has no standard grade designation."
(NCES)

Figure 1: Montana Dropout Rates - 2003-04 to 2007-08



Dropout Rates for Student Subgroups

Since dropout rates can vary greatly among certain student populations, calculating and analyzing disaggregated dropout rates is key in developing and targeting dropout prevention strategies. The data collected by the OPI allows for analysis of dropout rates by grade, gender, race/ethnicity, and various types of schools.

Dropout Rates by Gender

In Montana schools, more males than females are enrolled at every grade level except 7th grade. For the 2007-08 school year, about 51% of the total school enrollment for grades 7 through 12 was male and 49% was female. Males have also traditionally had higher dropout rates than females for most grade levels.

Analysis of Dropout Rates by Gender

- Consistent with previous years, the 2007-08 dropout rate for grades 9 through 12 for males, 5.5%, was greater than for females, 4.8% (see Table 2).
- The 2007-08 dropout rate for grades 7 through 8 for males, 0.3%, was the same for females.

Table 2
2007-08 Montana Dropout Rates by Grade and Gender

Grade	Dropout Rates			Dropout Count			Enrollment		
	Male	Female	Statewide	Male	Female	Statewide	Male	Female	Statewide
HS Total	5.5%	4.8%	5.2%	1,360	1,115	2,475	24,539	23,346	47,885
Grade 12	7.0%	5.7%	6.4%	407	323	730	5,784	5,622	11,406
Grade 11	6.4%	5.8%	6.1%	378	329	707	5,905	5,679	11,584
Grade 10	5.4%	4.7%	5.1%	339	285	624	6,314	6,012	12,326
Grade 9	3.5%	2.7%	3.1%	226	160	386	6,503	6,012	12,515
Ungraded* HS	30.3%	85.7%	51.9%	10	18	28	33	21	54
7 & 8 Total	0.3%	0.3%	0.3%	32	33	65	11,046	11,012	22,058
Grade 8	0.4%	0.4%	0.4%	21	22	43	5,786	5,406	11,192
Grade 7	0.2%	0.2%	0.2%	11	11	22	5,259	5,606	10,865
Ungraded* 7-8	0.0%	0.0%	0.0%	<10	<10	0	1	0	1
Overall Total	3.9%	3.3%	3.6%	1,392	1,148	2,540	35,585	34,358	69,943

- The male dropout rate stayed the same in grades 7-8 and increased 1.3% in grades 9-12. For females the dropout rate stayed the same in the grades 7-8 but increased 1.6% in grades 9-12. Dropout Rates for males and females increased in all high school grades. This increase is due to improved dropout data collection procedures, including the new student information system (AIM) and increased emphasis on dropout data with regard to new federal accountability requirements for public high schools (see Table 3 and Figures 2 and 3 on the following page).

Table 3
Montana Dropout Rates by Grade Level and Gender for Five Years

	Dropout Rates						Dropout Count					
	2003-04	2004-05	2005-06	2006-07	2007-08	5-yr Avg	2003-04	2004-05	2005-06	2006-07	2007-08	5-yr Total
7 & 8 Total	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	81	37	48	62	65	293
Male	0.3%	0.2%	0.2%	0.3%	0.3%	0.2%	35	21	29	30	32	147
Female	0.4%	0.1%	0.2%	0.3%	0.3%	0.3%	46	16	19	32	33	146
HS Total	3.4%	3.3%	3.6%	3.7%	5.2%	3.8%	1,872	1,853	1,776	1,834	2,475	9,410
Male	3.7%	3.6%	3.9%	4.2%	5.5%	4.2%	952	919	984	1,059	1,360	5,274
Female	3.0%	3.1%	3.3%	3.2%	4.8%	3.5%	720	734	792	775	1,115	4,136
Overall Total	2.4%	2.3%	2.5%	2.7%	3.6%	3.3%	1,753	1,690	1,824	1,896	2,540	9,703
Male	2.6%	2.5%	2.7%	3.0%	3.9%	3.6%	987	940	1,013	1,089	1,392	5,421
Female	2.1%	2.1%	2.3%	2.3%	3.4%	3.0%	766	750	811	807	1,148	4,282

Figure 2: Dropout Rates by Gender for Grades 7-8

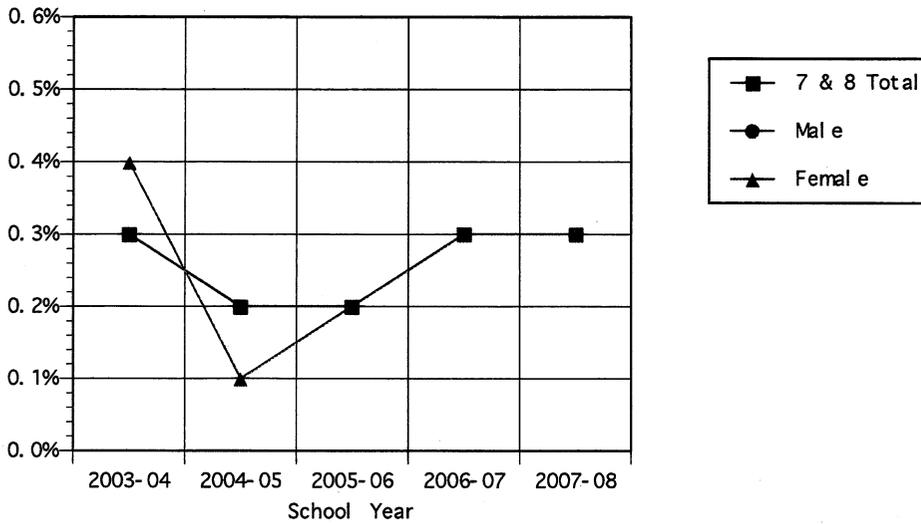
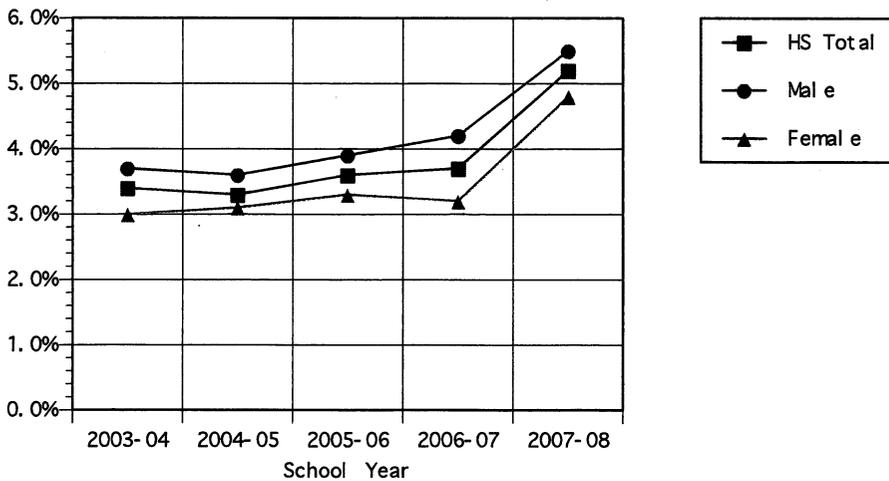
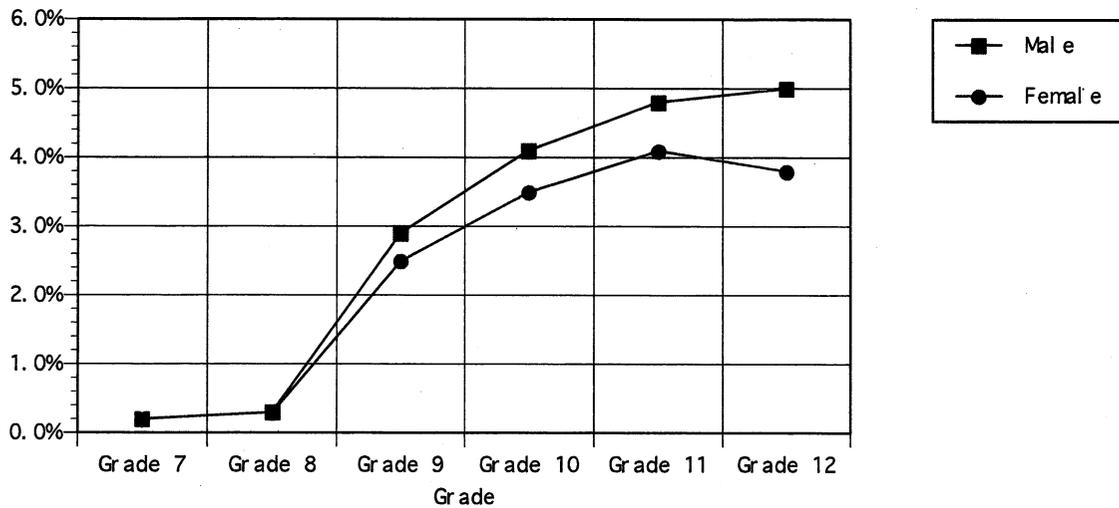


Figure 3: Dropout Rates by Gender Grades 9-12



- As illustrated below in Figure 4, females drop out at a lower rate at every grade level than males except for the 7th and 8th grade where they are the same.
- Peak dropout rates for females are observed in 11th grade and then decrease for 12th grade. Dropout rates for males, however, increase steadily through grade 12.

Figure 4: Five Year Dropout Rates by Gender and Grade



Dropout Rates by Race/Ethnicity Categories

Dropout rates vary by race/ethnicity categories, and for some minority groups, are higher than the dropout rates for White students. For the 2007-08 school year, Montana school enrollment for grades 7 through 12 included 85.0% White students, 10.7% American Indians, 1.1% Asians, 2.3% Hispanics, 0.8% Blacks, and 0.2% Hawaiian/Pacific Islanders. Because the enrollment of some minority groups is low, annual dropout rates for these groups may vary widely from year to year. Averages of a period of years are more realistic indicators of the dropout rates.

Analysis of Dropout Rates by Race/Ethnicity Categories

- Consistent with previous years, the 2007-08 dropout rate for American Indian students was greater than the statewide average as well as that of White students. (see Table 4).
- For the 2007-08 school year, the combined race/ethnicity categories of Asian, Hispanic, Black, and Pacific Islander accounted for only 113 dropouts from grades 7 through 12. The corresponding October enrollment was 3,036, yielding a dropout rate of 3.8%. Because the number of students enrolled for these race/ethnicity categories is low, annual dropout rates often vary widely from year to year, even when totaled at the state level. An average dropout rate utilizing dropout and enrollment data from multiple years is a more accurate indicator for these small groups (see Table 5).

Table 4
2007-08 Montana Dropout Rates by Race/Ethnicity Categories

	Dropout Rates			Dropout Count			Enrollment		
	Grades 7-8	Grades 9-12	Total	Grades 7-8	Grades 9-12	Total	Grades 7-8	Grades 9-12	Total
American Indian	1.3%	11.5%	8.2%	32	580	612	2,406	5,051	7,457
Asian	0.0%	3.3%	2.3%	<10	17	17	215	522	737
Hispanic	0.4%	6.5%	4.4%	<10	68	70	542	1,052	1,594
Black	0.0%	6.1%	3.7%	<10	20	20	220	326	546
Pacific Islander	0.0%	6.1%	3.8%	<10	<10	<10	61	98	159
White	0.2%	4.4%	3.1%	31	1,784	1,815	18,614	40,836	59,450
Overall	0.3%	5.2%	3.6%	65	2,475	2,540	22,058	47,885	69,943

- On average, American Indian students drop out of grades 7 and 8 at a rate 14 times that of White students and out of high school at a rate more than 2.5 times that of White students.

Table 5
Montana Dropouts by Race/Ethnicity Categories for Five Years

Category	7 th & 8 th Grade Dropout Rates						High School Dropout Rates					
	2003-04	2004-05	2005-06	2006-07	2007-08	5-yr Avg	2003-04	2004-05	2005-06	2006-07	2007-08	5-yr Avg
American Indian	2.2%	0.9%	1.3%	1.2%	1.3%	1.4%	8.1%	8.4%	8.2%	7.2%	11.5%	8.7%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.7%	1.1%	1.3%	3.3%	1.8%
Hispanic	0.2%	0.2%	0.0%	0.2%	0.4%	0.2%	5.1%	4.3%	5.2%	6.6%	6.5%	5.6%
Black	0.6%	0.0%	0.5%	0.0%	0.0%	0.2%	5.9%	2.2%	6.0%	5.2%	6.1%	5.1%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	3.0%	1.3%	2.4%	6.1%	3.7%
All Minority	1.7%	0.7%	0.9%	0.2%	1.0%	1.1%	7.0%	6.8%	6.5%	6.5%	9.8%	7.5%
White	0.1%	0.0%	0.1%	0.2%	0.2%	0.1%	2.8%	2.7%	3.0%	3.3%	4.4%	3.2%
Statewide	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	3.4%	3.3%	3.6%	3.7%	5.2%	3.8%

- In the past five years, American Indian students represented only 11.4% of the total school enrollment for grades 7 through 8, but accounted for 63.5% of the dropouts. For grades 9 through 12, American Indian students represented 10.4% of the total school enrollment and 23.4% of the dropouts.

A Closer Look at American Indian Dropout Rates

- Montana has seven Indian reservations and one landless tribe. The American Indian race/ethnicity category represents the largest minority group in the state.
- For the past few years, Montana high school dropout rates, including those for American Indian students had been on the decline. For the 2007-08 school year, American Indian dropout rates increased at the 7-8 level by 0.01% and at the high school level by 4.3%. At the 7-8 level, the 2007-08 figure of 1.3% is almost a full percentage point lower than the 2003-04 figure. White dropout rates stayed the same at the 7-8 level and increased at the 9-12 level during the 2007-08 school year. This increase is due to improved dropout data collection procedures, including the new student information system (AIM) and increased emphasis placed on dropout data with regard to federal accountability requirements for public high schools. (See Figures 5 and 6 on the following page.)

Figure 5: Dropout Rates for Select Race/Ethnicity Categories for Grades 7-8

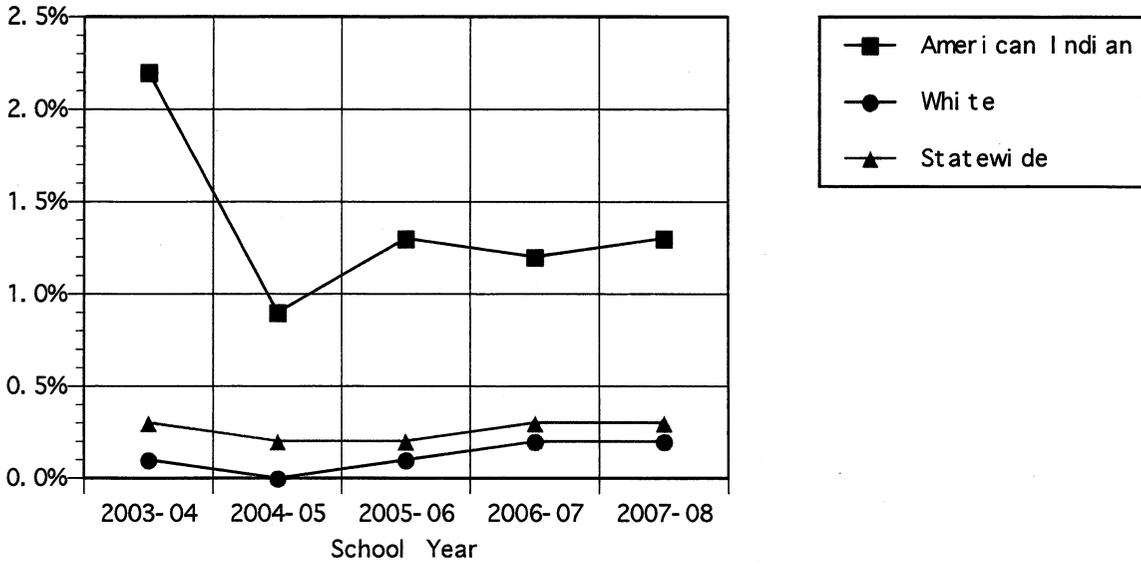
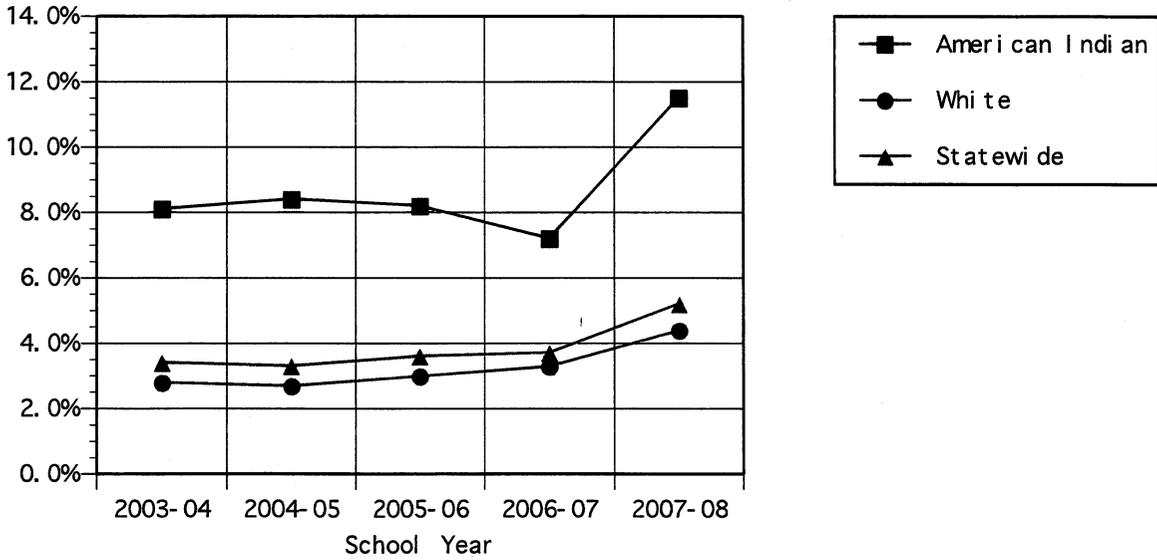
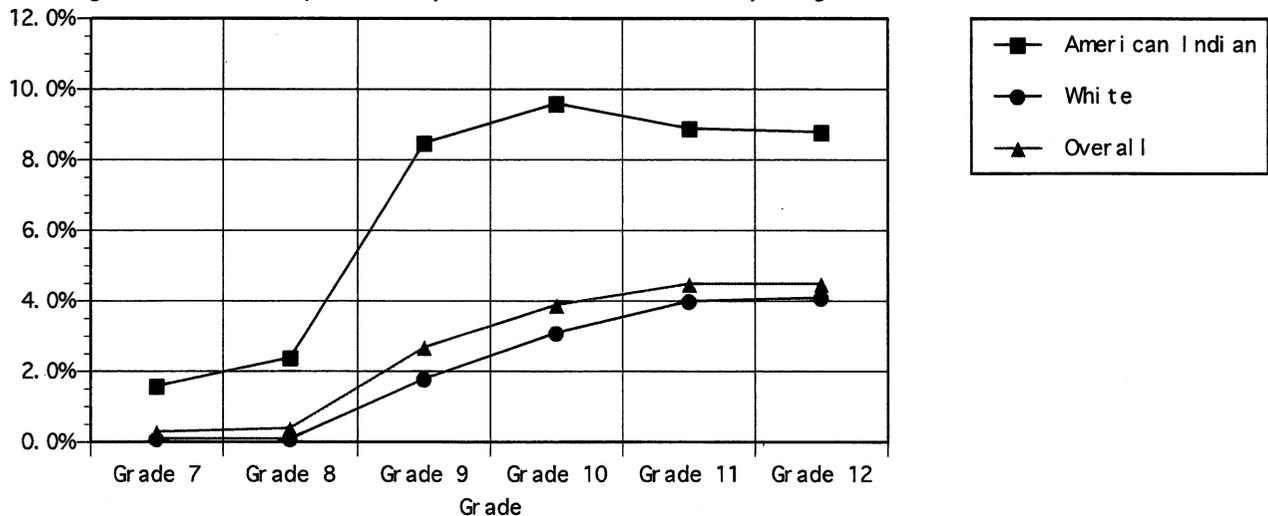


Figure 6: Dropout Rates for Select Race/Ethnicity Categories for Grades 9-12



- As illustrated below in Figure 7, White students drop out at a much lower rate at every grade level than American Indian students. Peak dropout rates for Whites are observed around the 11th and 12th grades, whereas, dropout rates for American Indians peak a year earlier in grade 10. The highest number of American Indians dropout in the 9th grade and Whites in the 11th grade. At the 11th and 12th grade levels, the American Indian dropout rate is more than double the rate of Whites. The American Indian dropout rate is 4.7 times higher for 9th grade students than for White 9th grade students.

Figure 7: Five Year Dropout Rates by Grade for Select Race Ethnicity Categories



- Although, in general, males drop out of school at a higher rate than females, this gender difference is not observed for the American Indian population at the grade 7-8 level. As illustrated in Figure 8, for the past five years, American Indian females have dropped out at a higher rate for grades 9-12 in three of the five years.
- The dropout rates for American Indian males and females showed a sharp increase in 2007-08. At this time it is not known if this increase is real or if it is the result of a more accurate reporting system.
- On the other hand, the dropout rates for Whites have stayed about the same with both genders showing an increase during the 2007-08 school year. Here too, the female dropout count and/or rate has been the same, or more, than that of males at the 7/8 grade level over the last few years.

Figure 8: Dropout Rates for Select Race/Ethnicity Categories by Gender Grades 7-8

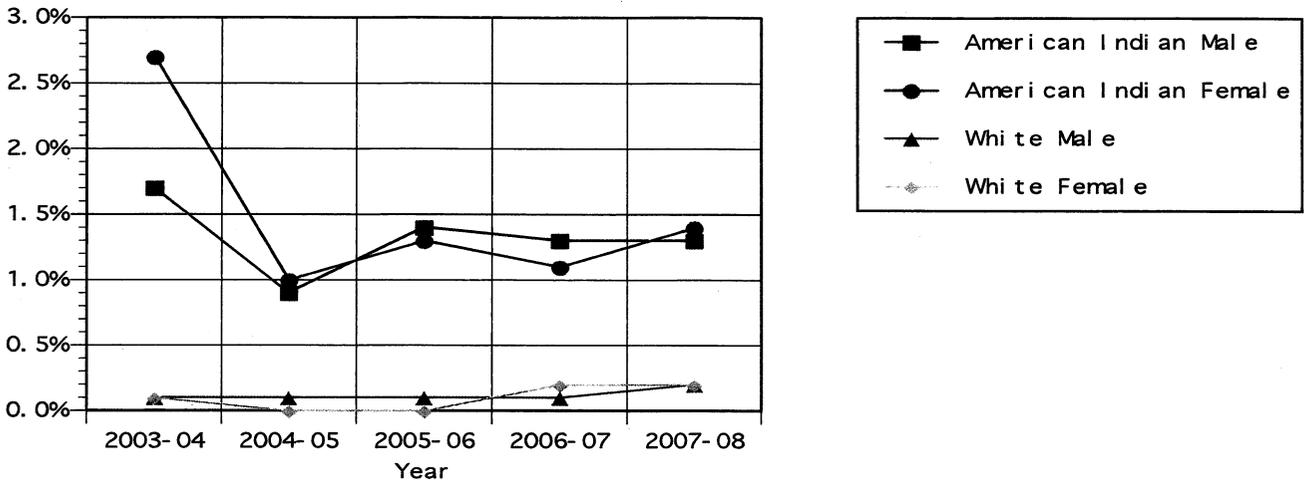
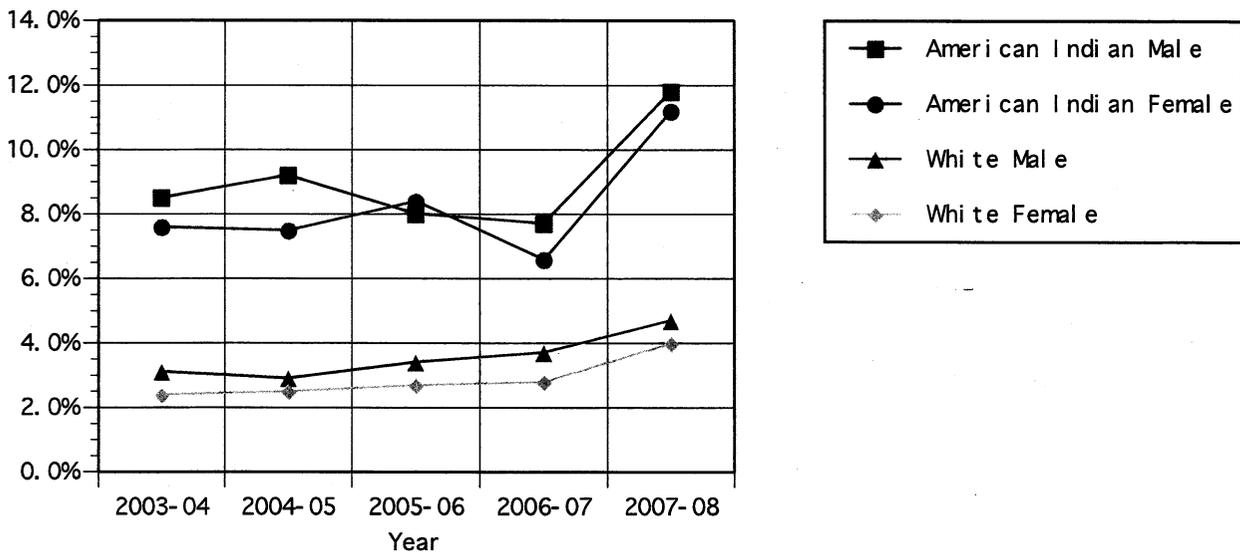


Figure 9: Dropout Rates for Select Race Ethnicity Categories for Gender Grades 9-12



Dropout Rate by Size of District

For the purposes of comparing similarly sized school districts, Montana districts have been identified by size categories based on enrollment numbers.

Category- Elementary Enrollment

1E= more than 2,500 students
2E= 851 to 2,500 students
3E= 401 to 850 students
4E= 151 to 400 students
5E= 41 to 150 students
6E= 40 or fewer students

Category- High School Enrollment

1H= more than 1,250 students
2H= 401 to 1,250 students
3H= 201 to 400 students
4H= 76 to 200 students
5H= 75 or fewer students

Category- K-12 Districts

1K= 400 or more students
2K= 399 or fewer students

Analysis of Dropout Rates by School District Size

- The highest dropout rates for grades 7 through 8 are observed for 3E, districts with enrollments between 401 and 850 students.
- As illustrated in Table 6, on average at the high school level, smaller school districts generally have lower dropout rates than do larger districts. The highest dropout rates in 2007-08 were observed for 1H districts, (enrollments larger than 1,250 students). Although, the five year average dropout rate is highest for 2H districts (401 to 1,250 students).
- American Indian dropout rates at the high school level (see Figure 11 on page 15) are highest at 1H districts. American Indian dropout rate is lowest for 1K (400 or more students) districts, 4.3%.
- Over the last five years, increased dropout rates for American Indian students were observed for all size categories except for 3H (201 to 400 students) which stayed the same at 6.2% and 2K (399 or fewer students) dropped from 8.1% to 6.7%.
- For the past five years, 1H districts had the highest dropout rate for American Indian students at 11.9%, but American Indian students make up 5.1% of the 1H enrollment. American Indian students have a dropout rate for 1H districts that is more than three times higher than the rate for White students in 1H districts and is 3.7 percentage points higher than American Indian dropout rate for 2H districts.
- The highest percentage of American Indian students enrolled is in 4H districts at 22.1%. The lowest percentage of American Indian students enrolled is in 1K (400 or more students) at 4.5%.
- American Indian students are one of the more transient subgroups. The implementation of AIM has greatly affected knowing whether they are enrolled.
- At the high school level, the number of dropouts increased for every size category except for students in the 3H category, which went from a five year average of 3.4% to a five year average of 3.3%.
- For White students, the high school dropout rate has increased this year for every size category except for 3H.

Table 6
Montana Dropout Rate by School District Size

Level	1E,1H	2E,2H	3E,3H	4E,4H	5E,5H	6E	1K	2K	All Schools
7/8 dropouts									
2007-08 rate	0.1%	0.5%	0.6%	0.5%	0.3%	0.0%	0.1%	0.2%	0.3%
2006-07 rate	0.1%	0.2%	0.8%	0.2%	0.2%	0.8%	0.2%	0.3%	0.3%
2005-06 rate	0.1%	0.5%	0.3%	0.1%	0.1%	0.0%	0.0%	0.1%	0.2%
2004-05 rate	0.1%	0.1%	0.5%	0.1%	0.1%	0.0%	0.0%	0.2%	0.2%
2003-04 rate	0.2%	0.7%	0.7%	0.1%	0.0%	0.0%	0.1%	0.4%	0.3%
5-yr average rate	0.2%	0.4%	0.6%	0.2%	0.1%	0.2%	0.1%	0.2%	0.3%
HS dropouts									
2007-08 rate	5.7%	5.5%	3.7%	5.1%	3.0%	NA	3.9%	2.6%	5.1%
2006-07 rate	4.5%	4.4%	3.6%	2.2%	1.9%	NA	2.2%	2.0%	3.7%
2005-06 rate	4.4%	4.3%	2.9%	2.4%	0.7%	NA	2.4%	1.9%	3.6%
2004-05 rate	3.4%	4.6%	3.5%	2.7%	0.7%	NA	3.1%	1.7%	3.3%
2003-04 rate	3.6%	3.5%	3.7%	3.0%	2.4%	NA	3.5%	1.5%	3.4%
5-yr average rate	4.3%	4.5%	3.5%	3.1%	1.8%	NA	3.0%	1.9%	3.8%

Figure 10: Five Year Dropout Rates by District Size Category for Select Race/Ethnicity Categories for Grades 7-8

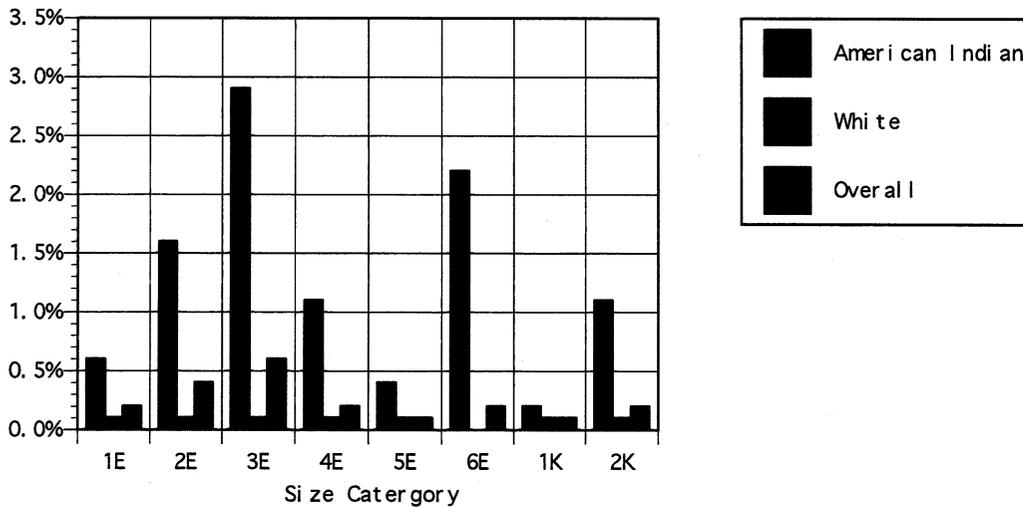
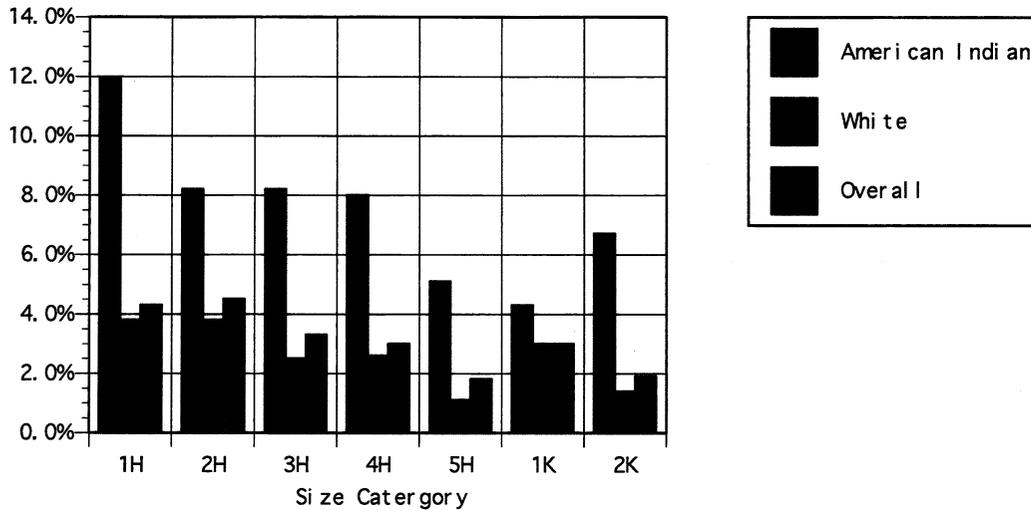


Figure 11: Five Year Dropout Rates by District Size Category for Select Race/Ethnicity Categories for Grades 9 - 12



Other Types of Dropout Indicators— The Completion and Graduation Rate

The dropout rates identified thus far in this report are annual snapshots of grade-by-grade dropouts. The dropout data used to calculate those annual rates can be used in conjunction with graduate data to build a synthetic high school completion rate or “on-time” graduation rate for a specific class of students.

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.

Analysis of Completion Rates

- The overall completion rate for the Class of 2008 was 84.2% (see Table 7 on page 16).

Completion Rate Formula

$$\text{Completion Rate} = \frac{ct}{ct + d_{12}t + d_{11}(t-1) + d_{10}(t-2) + d_9(t-3)}$$

Where:

- c= number of graduates receiving a high school diploma in 4 years + nonstandard graduates
- t= year of graduation
- d= dropouts
- 12, 11, 10, 9 = class level

Example:

The 2007-08 Completion Rate for Montana High Schools = 10,713 graduates for Class of 2008 divided by (2,006 students dropped out over four years plus 10,713 Graduates for the Class of 2008) multiplied by 100 = 84.2%

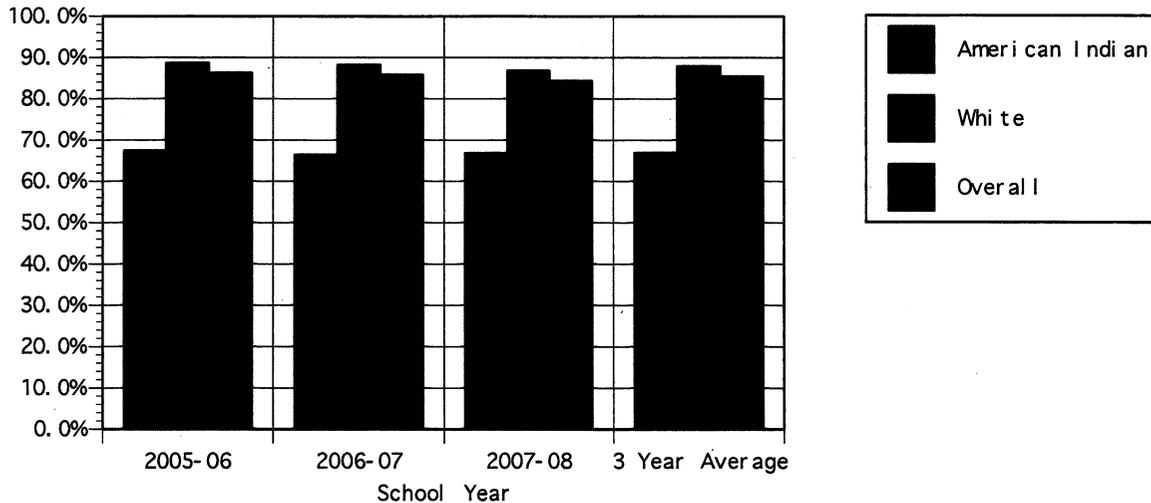
- For the Class of 2008, females had a higher completion rate (86.0%) than males (82.5%).
- The race/ethnicity categories of Asian, Hispanic, Black, and Pacific Islander accounted for only 3.7% of the 2007-08 graduates and 4.8% of the dropouts over four years. Therefore, as with dropout rates, the completion rates for these race/ethnicity categories tend to vary widely from year to year.
- The Class of 2008 completion rate for the American Indian race/ethnicity category was considerably lower than the statewide completion rate and that of the White category.

- As illustrated below in Figure 12, American Indian students had a three-year average completion rate of 66.8%, lower than the White average of 87.8%.
- Completion rates for American Indian students increased this year after decreasing last year. Decreased completion rates were observed for White students for 2007-08.

Table 7
2007-08 Montana Completion Rate Summary

	Dropouts					Graduates 2007-08	Completion Rate
	Grade 9 2004-05	Grade 10 2005-06	Grade 11 2006-07	Grade 12 2007-08	4-yr Dropout Total		
Overall Total	342	422	512	730	2,006	10,713	84.2%
Gender							
Male	200	236	295	407	1,138	5,366	82.5%
Female	142	186	217	323	868	5,347	86.0%
Race/Ethnicity							
American Indian	131	110	91	138	470	943	66.7%
Asian	<10	<10	<10	<10	<10	129	94.2%
Hispanic	12	14	26	18	70	202	74.3%
Black	<10	<10	<10	<10	15	51	77.3%
Pacific Islander	<10	<10	<10	<10	<10	14	82.4%
White	196	292	388	564	1,440	9,374	86.7%

Figure 12: Completion Rates



The Adequate Yearly Progress Graduation Rate

Graduation rate, defined as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years" (i.e., "on-time"), is the required additional indicator for public high schools in AYP determinations. Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate based on the method recommended by the NCES. Public high schools must have a graduation rate for the "All Students Combined" subgroup of at least 80% or make improvement towards this goal to meet this indicator. Montana's graduation rate is calculated using the formula in the box to the right. Montana's student information system (AIM) will assign each student a cohort when they start 9th grade and they will not be allowed to change cohorts.

AYP Graduation Rate Formula

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

Where:

g= number of graduates receiving a standard high school diploma in four years or less (from the time enrolled in the 9th grade) or had an IEP allowing for more than four years to graduate.

c= completers of high school by other means

t= year of graduation

d= dropouts

12, 11, 10, 9 = class level

Example:

The 2007-08 Graduation Rate for Montana Public High Schools =

10,231 "On-time" Graduates for Class of 2008 divided by (1,989 students dropped out over four years plus 165 Not "On-time" Graduates for the Class of 2008 plus 10,231 "On-time" Graduates for the Class of 2008) multiplied by 100 = 82.6 %

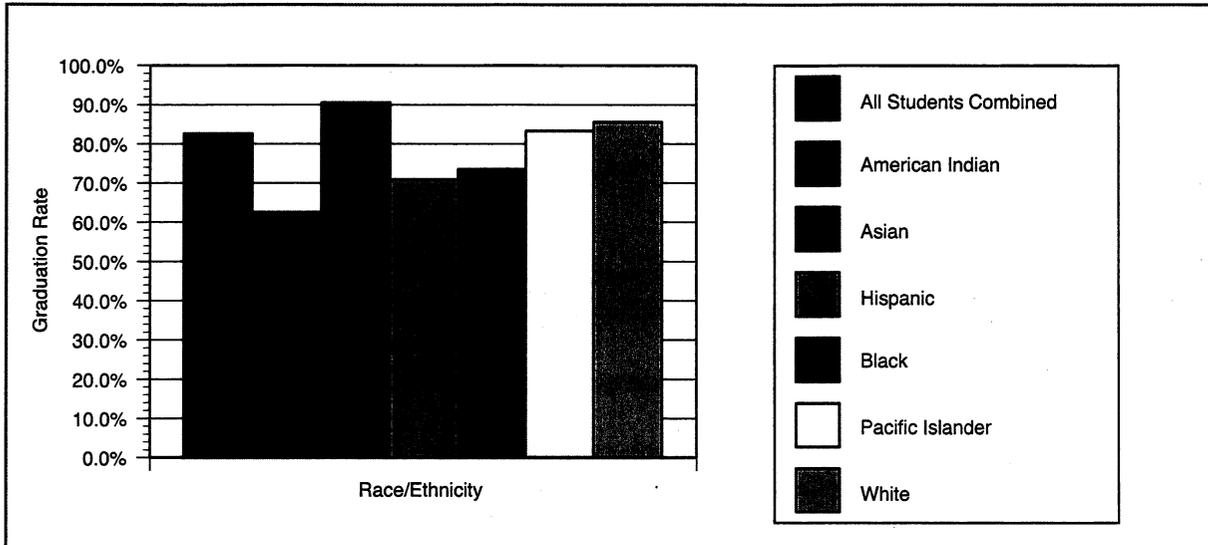
Analysis of AYP Graduation Rates

- The Class of 2008 AYP Graduation Rate for "All Students Combined" was 82.6% (see Table 8 and Figure 13 on following page).
- Disaggregated graduation rates are not used for determinations on this indicator; however, for the Class of 2008, the American Indian graduation rate was considerably lower than any of the subgroups. Therefore, schools with predominantly American Indian enrollment may find it more difficult to meet the 80% percent goal.
- Although graduate and dropout data for the 2007-08 school year has been collected by the OPI, individual school and district AYP determinations, which use these data for the 2008-09 school year, will not be made until August of 2009.

Table 8
Montana Public High School AYP Graduation Rate for the Class of 2008

Subgroups	Dropouts					Graduates 2007-08		AYP Graduation Rate
	Grade 9 2004-05	Grade 10 2005-06	Grade 11 2006-07	Grade 12 2007-08	4-yr Dropout Total	Not On-time or GED	On-time	
All Students Combined	334	417	512	726	1,989	165	10,231	82.6%
American Indian	124	107	91	137	459	52	852	62.5%
Asian	<10	<10	<10	<10	<10	4	114	90.5%
Hispanic	12	14	26	18	70	6	185	70.9%
Black	<10	<10	<10	<10	15	3	50	73.5%
Pacific Islander	<10	<10	<10	<10	<10	0	15	83.3%
White	195	290	388	561	1,434	100	9,015	85.5%

Figure 13: Montana Public High School AYP Graduation rates for All Students Combined and Race/Ethnicity (School Year 2007-08)



What Helps Prevent Students from Dropping Out?

At the conclusion of *The Silent Epidemic, Perspectives of High School Dropouts*, the authors devised a 10 point plan to reduce the number of dropouts in America. These 10 points are similar to the findings of other groups working to reduce dropout rates and increase high school completion rates:

- 1) Support methods that collect and disseminate accurate dropout and graduation data;
- 2) Have distant early warning procedures in place to keep track of and provide extra guidance to students who are most likely to dropout;
- 3) Provide adult advocates and student support for students most at need;
- 4) Increase parental engagement and provide individual graduation plans;
- 5) Encourage rigorous curriculum for graduation for all students, not just those bound for college. The curriculum should be tough enough that graduates are job and college ready when they graduate;
- 6) Suggest options for struggling students such as ninth grade academies, alternative schools, or individual instruction plans;
- 7) Consider raising the compulsory age requirement from 16 to 17 or 18. During the 2009 Montana Legislative Session a bill was introduced to raise the compulsory age to 17, but that bill was defeated;
- 8) Expand college level learning opportunities at the high school level such as dual enrollment and Advanced Placement (AP) classes;
- 9) Research and follow best practices; and,
- 10) Make dropout prevention a national priority.

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Wisconsin Department of Public Instruction, *Understanding Dropout Data*, http://dpi.wi.gov/spr/drop_q&a.html, 2009 03 25.

Additional Dropout Resources on the Web

National Center for Education Statistics- <http://www.nces.ed.gov/>

National Dropout Prevention Center/Network- <http://www.dropoutprevention.org/>

U. S. Census Bureau- <http://www.census.gov/index.html>

The Silent Epidemic- <http://www.silentepidemic.org/>

Alliance for Excellent Education- <http://www.all4ed.org/>

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** General Education Development (GED) Annual Report
- PRESENTER:** Margaret Bowles, GED Administrator
Career, Technical and Adult Education Division
Office of Public Instruction
- OVERVIEW:** The 2008 Montana GED Statistical and Demographic Reports will be presented.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The 2008 Montana GED Statistical and Demographic Reports will be used to give an overview of the GED testing program in Montana and to identify current trends occurring in the state. The yearly status report of GED will include an overview of the implementation of GED Online and the development of standards to guide adult educators to better prepare students for the GED.
- RECOMMENDATION(S):** None

Statistical Worksheet

Start Date: 1/1/2008
End Date: 12/31/2008
Jurisdiction: MT
Center Number:
Addendum:
Report Date: 2/9/2009

[1] Number Tested

Criteria	English	Spanish	French	Audiotape	Braille	Large Print	Unknown	Subtotals
[A] Number of persons who completed the battery for the first time	2421	1	0	14	0	14	0	2450
[B] Number of persons who completed the battery in prior periods and were retested	310	0	0	5	0	10	0	325
[C] Number of persons tested who have not yet taken all tests in the battery	602	0	0	5	0	6	0	613
[D] Subtotals	3333	1	0	24	0	30	0	3388

[2] Number Completed And Number Passed

[A] Completed the entire GED test battery ([1][A] + [1][B])	2775
[B] Achieved scores high enough for a credential in your jurisdiction	2204
[C] Passing Percentage	79 %

[3] Highest Grade Completed

6 or below	32	10
7	40	11
8	303	12
9	639	222
		Unknown 222
		Total 3388

[4] Ages Of Examinees

16	174	21	165	26	76	31	43	36	20	45 - 49	54
17	782	22	134	27	85	32	45	37	18	50 - 54	25
18	563	23	106	28	67	33	25	38	22	55 - 59	16
19	347	24	92	29	47	34	28	39	20	60+	6
20	214	25	80	30	45	35	17	40 - 44	72	Unknown	0
										Total 3388	

Statistical Worksheet

[5] Reasons For Testing

[A] Qualify For Further Education	1493
[B] Qualify For Employment	1669
[C] Qualify For Military Enlistment	272

[6] Military Personnel

Number Of Active-Duty Personnel	14
---------------------------------	----

[7] Number Of Special Accommodations

[A] Requested For SLD And / OR ADHD Only	0
[B] Approved For SLD And / Or ADHD Only	0
[C] Requested For Physical Or Mental Impairment Only	0
[D] Approved For Physical Or Mental Impairment Only	0
[E] Requested For SLD And / Or ADHD And Physical Or Mental Impairment	0
[F] Approved For SLD And / Or ADHD And Physical Or Mental Impairment	0
*Provided With	
[G] Large Print With Extended Time	0
[H] Closed Circuit TV	0
[I] Extended Time	0
[J] Audio Cassette	0
[K] Signed Essay Or Video	0
[L] Video Instructions	0
[M] Scribe	0
[N] Calculator	0
[O] Private Room	0
[P] Supervised Breaks	0
[Q] Instruction Intrepreted	0
[R] Braille	0
[S] Other	0

[8] Racial / Ethnic Background Of Examinees

[A] Hispanic	147
[B] Alaskan Native / American Indian / First Nation / Autochtone	568
[C] Asian / Asiatique	17
[D] African American / African Canadian / Canadien African	61
[E] Native Hawaiian / Pacific Islander	18
[F] White	1985
[G] Maxacno	0
[H] Puertorriqueño	0
[I] Cubano	0
[J] Centroamericano	0
[K] Sudamericano	0
[L] Dominicano	0
[M] British / Britannique	0
[N] French / Français	0
[O] Other European / Autre Eurpoéen	0
[P] Other / Otro / Autre	28
[Q] Missing / Unknown	564
Total	3388

[9] Gender Of Examinees

[A] Female	1421
[B] Male	1936
[C] Missing / Unknown	31
Total	3388

* Accommodations provided are not included in these totals unless they are associated with a specific test date. That is, an accommodation is not included in these totals unless a valid test date is recorded on the Tracking Sheet, even though the accommodation was provided. However, there are two exceptions. An audio cassette or braille accommodation will also be reported as provided if the test format code so indicates.

Statistical Worksheet

[10] Number Of Testing Centers

[A] In Operation During Any Part Of The Year _____
 [B] Closed During The Year _____
 [C] Opened During The Year _____
 [D] In Operation On December 31 _____

[12] Number Of Credentials

[A] People Tested In Your Jurisdiction 2204
 [B] People Whose Tests Were Scored Through GEDTS 32
 [C] People Who Tested In Other Jurisdictions 2
 Total 2238

[11] Number Of Additional Testing Sites

[A] Canadian Provinces And Territories _____
 [B] United States, U.S. Territories, Insular Areas, And Freely Associated States _____

[13] Additional Credentials

[A] Yes _____
 [B] No _____
 [C] If Yes, How Many _____

[14] Age Of Credential Recipients

16 132	21 102	26 41	31 24	36 9	45 - 49 30
17 582	22 81	27 45	32 29	37 12	50 - 54 15
18 402	23 63	28 38	33 16	38 15	55 - 59 4
19 232	24 58	29 25	34 17	39 9	60+ 2
20 134	25 48	30 27	35 10	40 - 44 36	Unknown 0
					Total 2238

[15] Racial / Ethnic Background Of Credential Recipients

[A] Hispanic 87
 [B] Alaskan Native / American Indian / First Nation / Autochtone 229
 [C] Asian / Asiatique 12
 [D] African American / African Canadian / Canadien African 29
 [E] Native Hawaiian / Pacific Islander 10
 [F] White 1476
 [G] Mexacno 0
 [H] Puertorriqueño 0
 [I] Cubano 0
 [J] Centroamericano 0
 [K] Sudamericano 0
 [L] Dominicano 0
 [M] British / Britannique 0
 [N] French / Français 0
 [O] Other European / Autre Eurpoéen 0
 [P] Other / Otro / Autre 15
 [Q] Missing Unknown 380
 Total 2238

[16] Gender Of Credential Recipients

[A] Female 895
 [B] Male 1327
 [C] Missing / Unknown 16
 Total 2238

EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: Special Education Report 2009

PRESENTER: Tim Harris
Director, Special Education Division
Office of Public Instruction

OVERVIEW: The report covers a discussion of the numbers of students with disabilities served through public education in Montana, the types of disabilities served, and numbers of students per category. The report also compares the funding sources, trends of participation of the funding sources over a number of years and concludes with a description of 20 performance indicators the Office of Special Education Programs in the Department of Education requires the states to address each year.

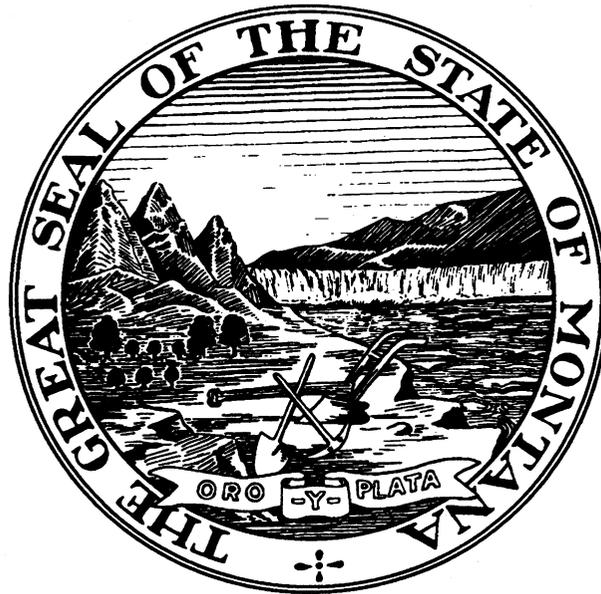
REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

**SPECIAL EDUCATION REPORT TO THE
BOARD OF PUBLIC EDUCATION**

July 2009



**Denise Juneau
Superintendent
Office of Public Instruction
OPISupt@mt.gov**

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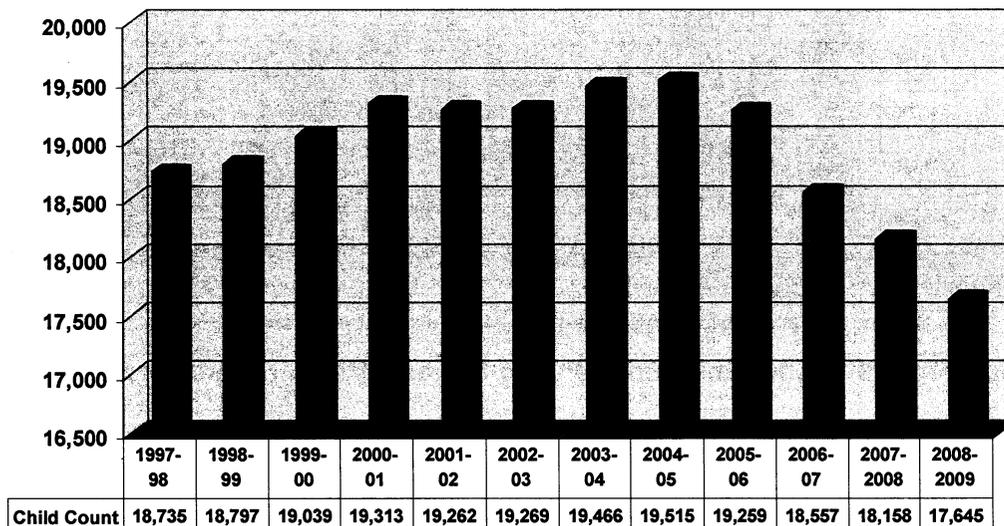
Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.

Special Education Child Count Longitudinal Data - Students Ages 3-21



This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first school day in December. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files ([OpInntprd3/Share/SEDATA/BPE Report/July 2009](#) and [Share/SEDATA/Data Manager/Data ManagerInformation/Child Count](#))

Analysis of the December 1, 2008, Child Count data (term used for the collection of student special education data) shows there was a decrease of 513 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the

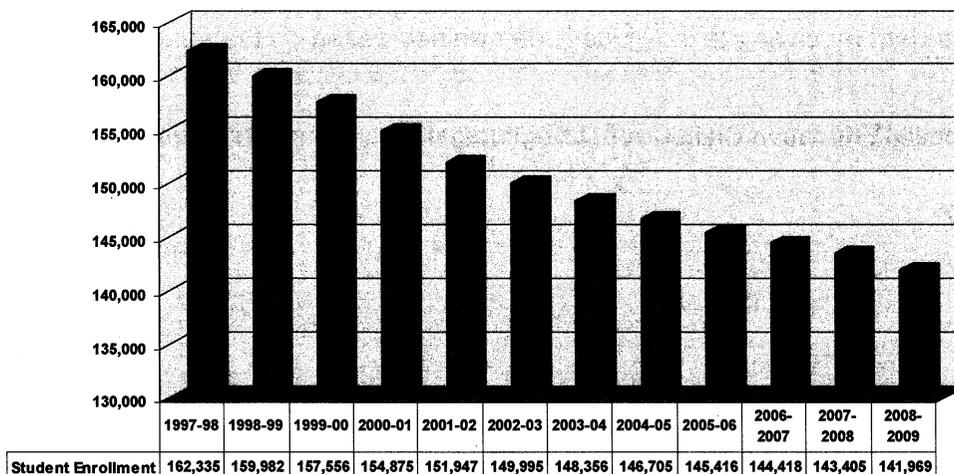
implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (10.7%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

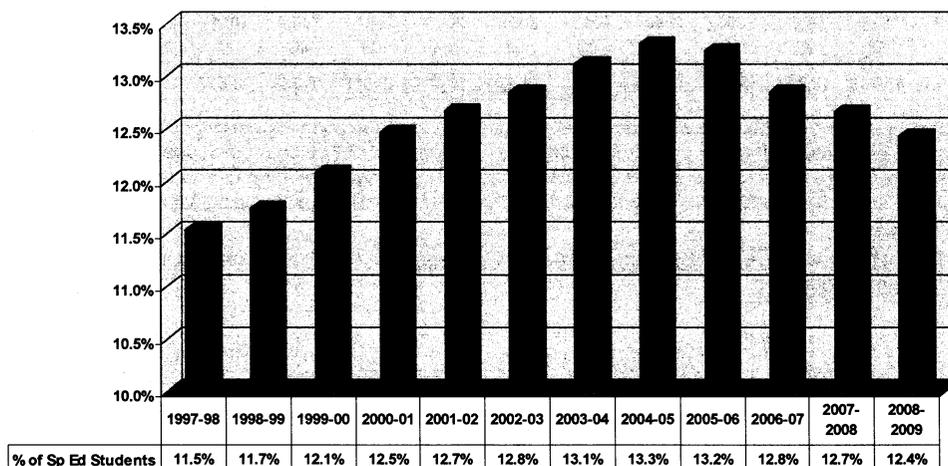
In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



Source: [Montana Public School Enrollment Data](#). (Published yearly by the OPI)

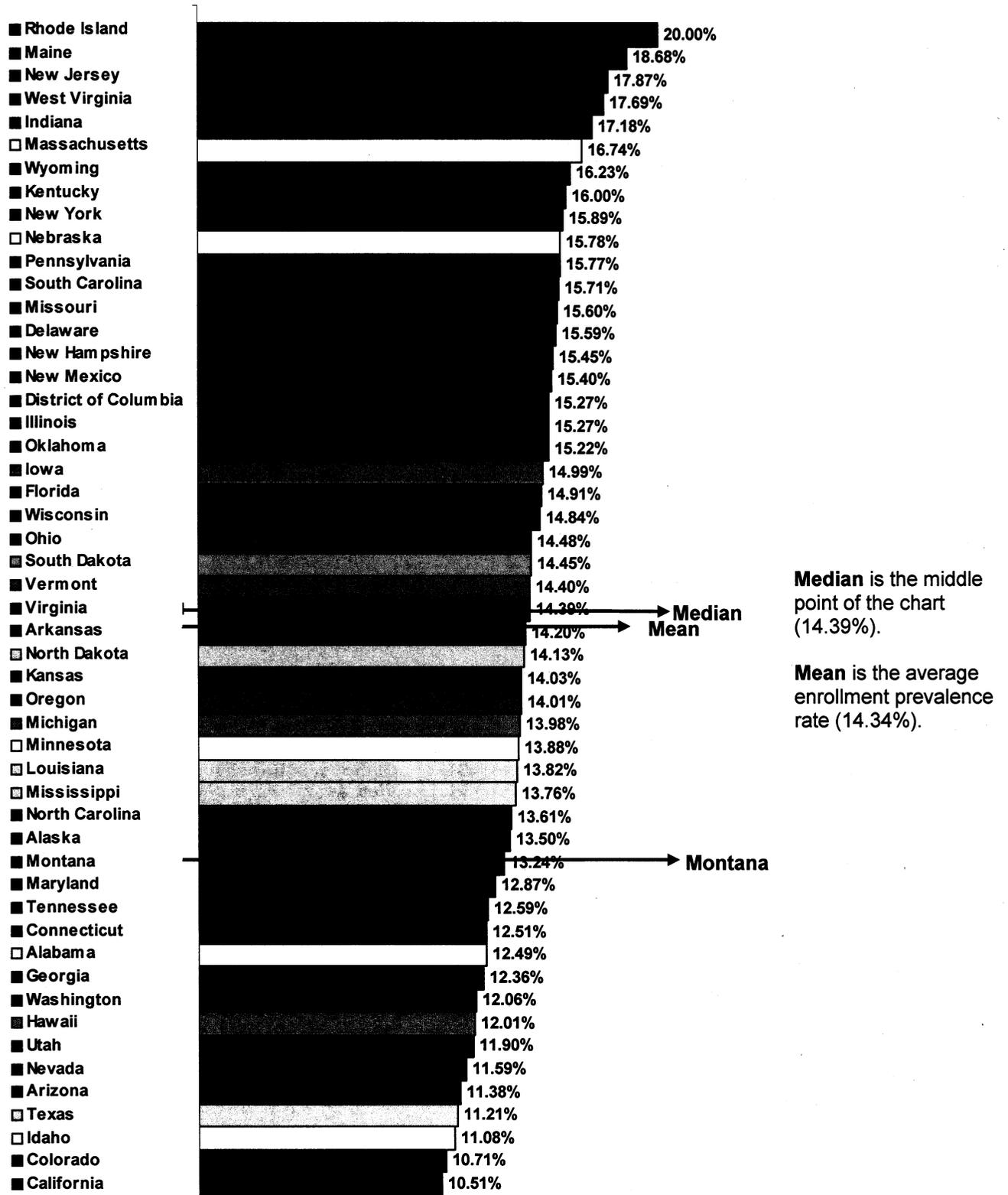
Proportion of All Students Enrolled in Public Schools Who are Special Education



NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.

National Enrollment Prevalence of Children Served Under IDEA, Part B, During the 2005-2006 School Year.



Source: Ideadata.org Part B Data & Notes/Trend Data Files/Tabel B1, Number and Percent of Population Served (Ages 3-21), by State 1998 through 2007.

Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=42%; SL=25%). The number of students identified under the category of Learning Disability decreased by 498. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s and subsequent federal regulations finalized in March of 1999 listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,714 students reported in FY '09.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '09) at 495 students reported.

Disabilities by Percentage of Total Number of Students with Disabilities – 2007-2008 School Year



DISABILITY ABBREVIATIONS and Student Count for the 2007-08 School Year

LD	Learning Disability - 7,467
SL	Speech-Language Impairment - 4,411
OH	Other Health Impairment - 1,714
CD	Cognitive Delay - 977
ED	Emotional Disturbance - 936
DD	Developmental Delay - 742
Other	Total - 1,398
MD	Multiple Disabilities - 536
AU	Autism - 495
HI	Hearing Impairment - 140
OI	Orthopedic Impairment - 74
VI	Visual Impairment - 62
TB	Traumatic Brain Injury - 58
DE	Deafness - 28
DB	Deaf-Blindness - 5

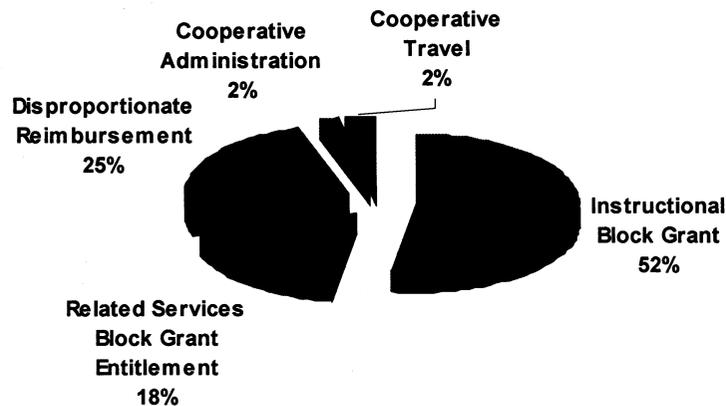
Source: Special Education Child Count conducted on December 1, 2008
Opilnntprd3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2009.

An interesting effect of better identification of students with Autism shows that the total number of students identified with cognitive delay and those with Autism has remained fairly constant over the past several years with a small increase each year. The national concern that the incidence of Autism is increasing may be explained in Montana in part to better diagnostic tools available to educational professionals for an accurate identification of Autism.

Part 2 - Funding

State Special Education Appropriation for 2008-2009 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. The following represents the breakouts for FY '09.



State Entitlement for 2007-2008 School Year

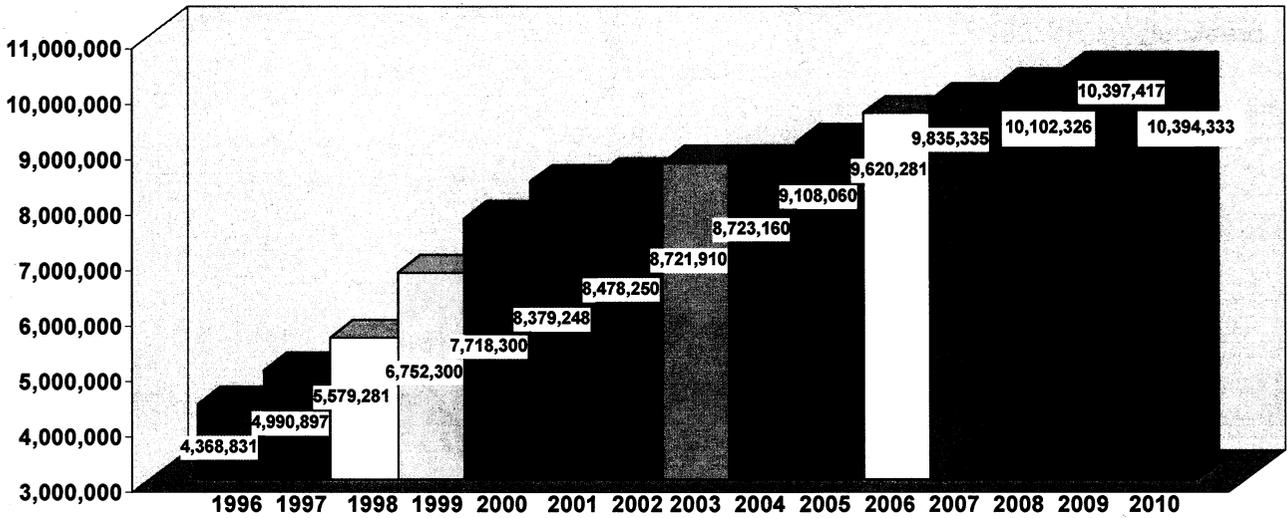
Instructional Block Grant	\$21,843,206
Related Services Block Grant	\$7,280,582
Disproportionate Reimbursement	\$10,394,333
Cooperative Administration	\$831,547
Cooperative Travel	\$1,247,320
TOTAL	\$41,596,988

NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 06/2009

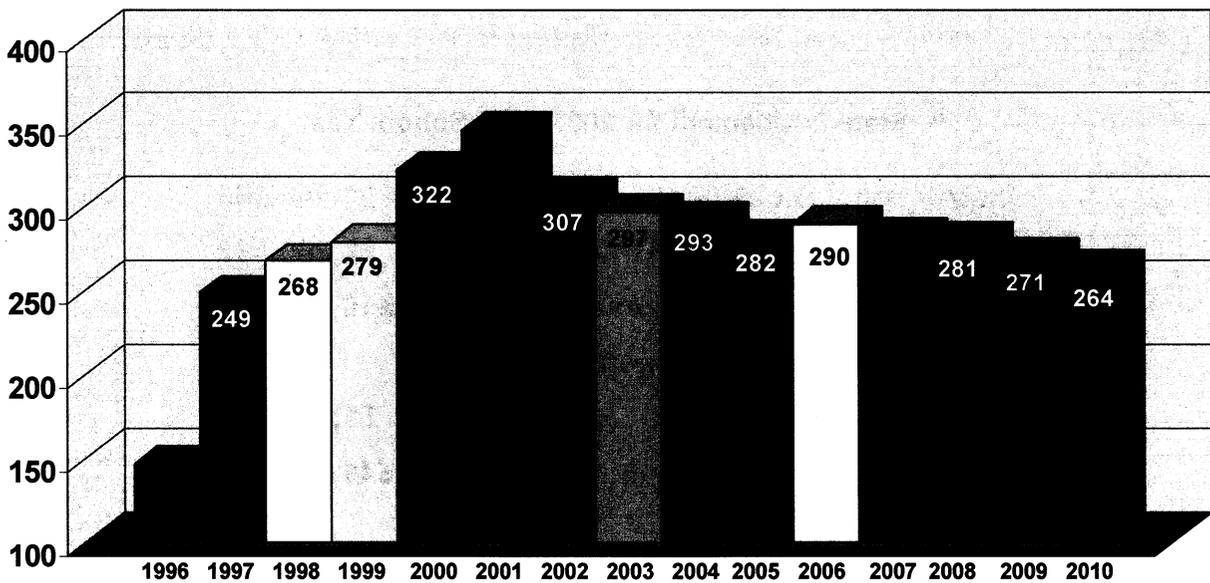
Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.

Total \$ Amount for Disproportionate Reimbursement by Year



Number of School Districts Receiving Reimbursement for Disproportionate Costs

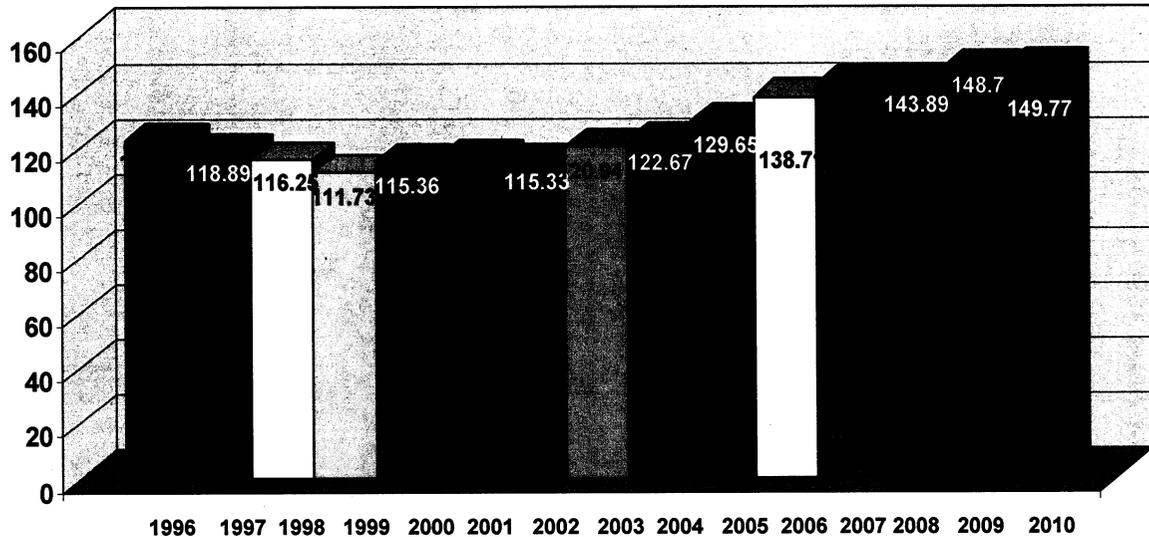


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 06/2009

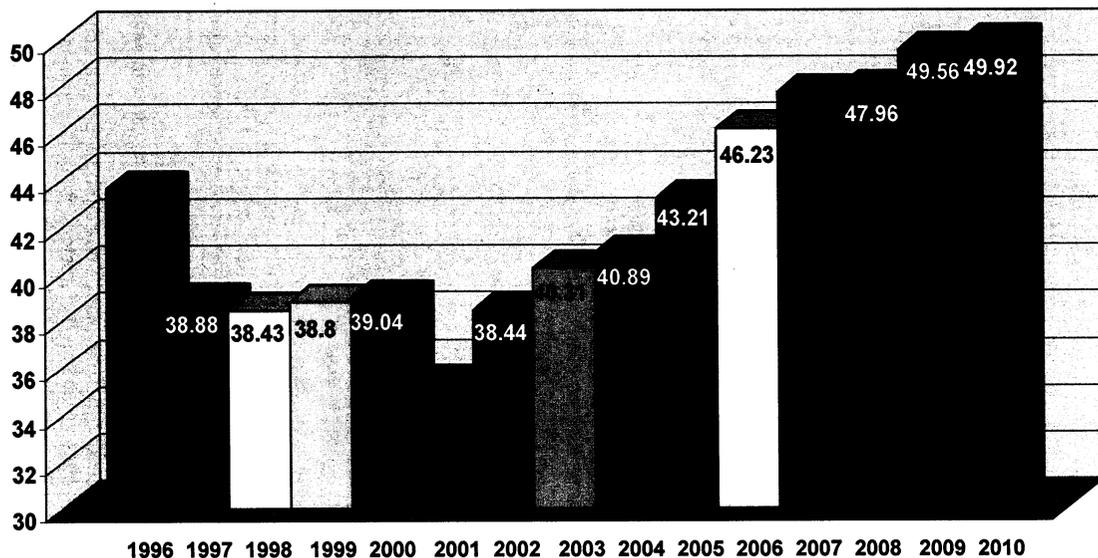
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

Instructional Block Grant per Student Allocation



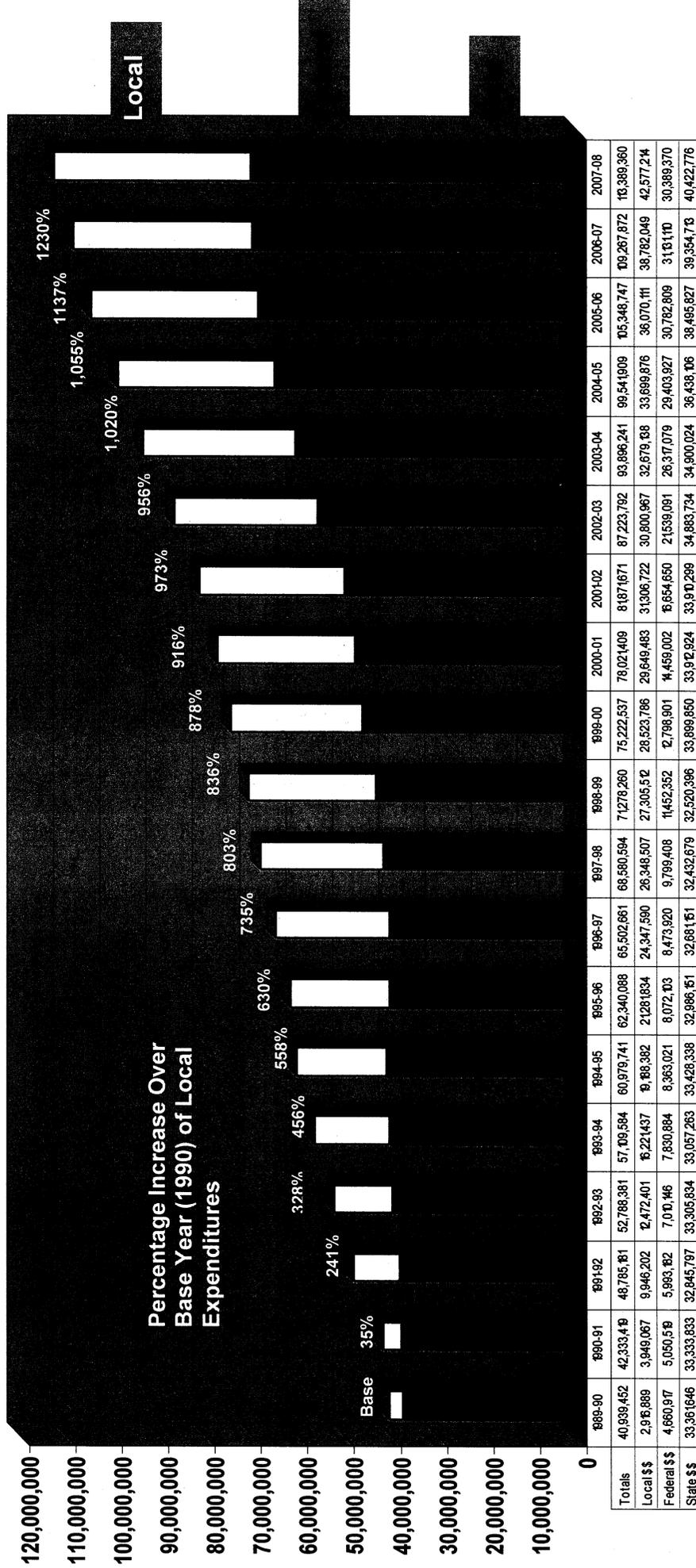
Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 06/2009

Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2008



NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately \$113.4 million were spent on special education in FY '08. This is a significant increase from FY '90 when approximately \$41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '08, approximately \$30.4 million of the \$113.4 million Montana spent on special education came from federal revenue sources (approximately 27 percent).

State

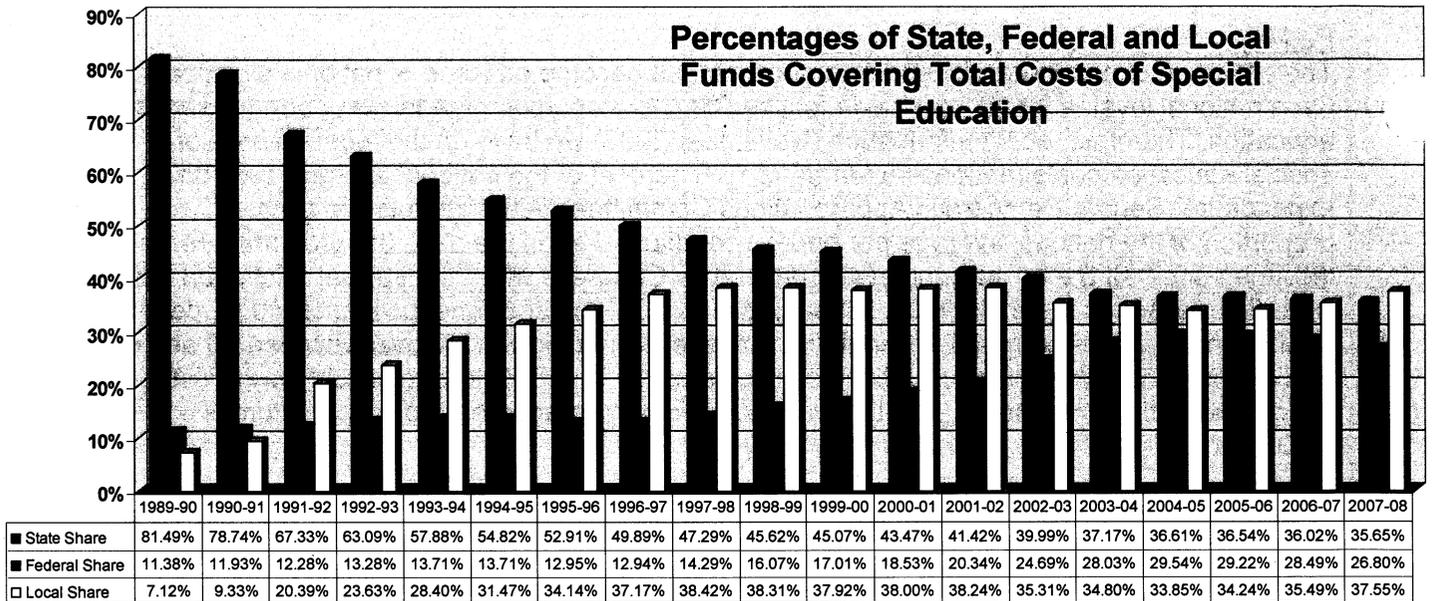
State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 36 percent in FY '08.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately \$3 million in FY '90 to approximately \$42.6 million for FY '08. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '08, comprising approximately 38 percent of the special education costs in Montana.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes both state base aid, guaranteed tax base and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.

Percentages of State, Federal and Local Funds Covering Total Costs of Special Education



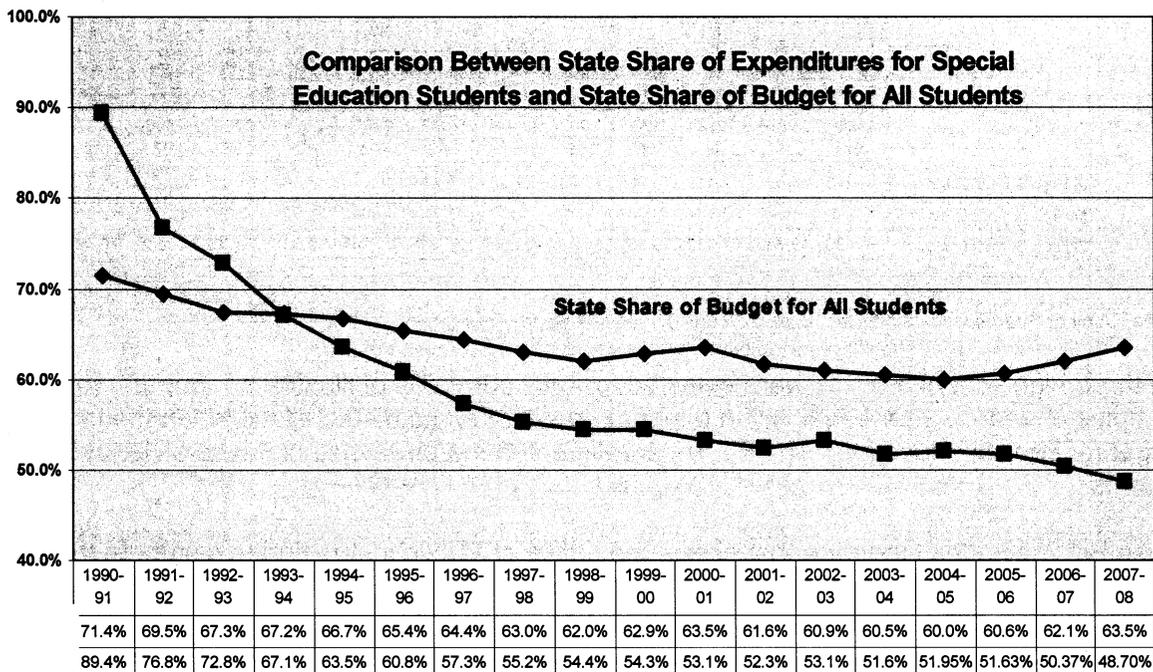
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY '91 to approximately 49 percent in FY '08. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY '91 to approximately 63.5 percent in FY '08. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY '08, the state share of special education expenditures was 14.5 percent lower than the state share of the general fund budget for general education.



Source: State - Special education payment amount provided by OPI accounting

This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

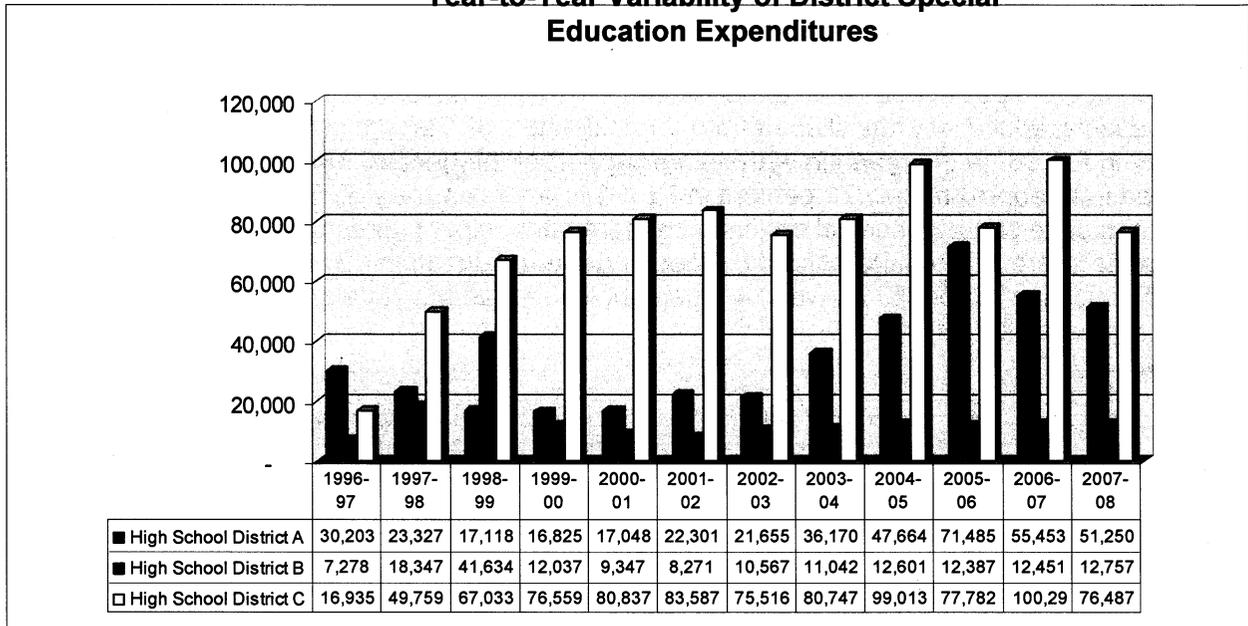
Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within

the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.

Year-to-Year Variability of District Special Education Expenditures



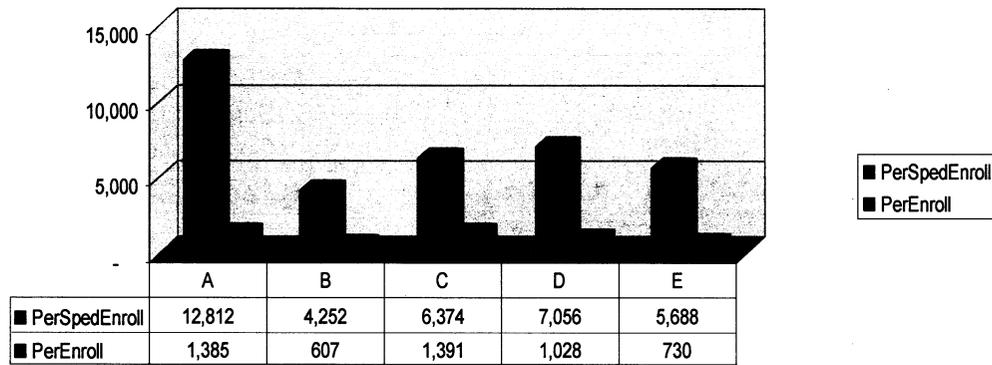
Source: Copy or SpedRequestsJimODec18.xls G://Legis07/Legis07/Sped

The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. The FY '07 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '07 the OPI received approximately \$2.5 million in requests for approximately \$.5 million in available funds.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per student basis. Variations between districts in expenditures on a per special education student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY 2008



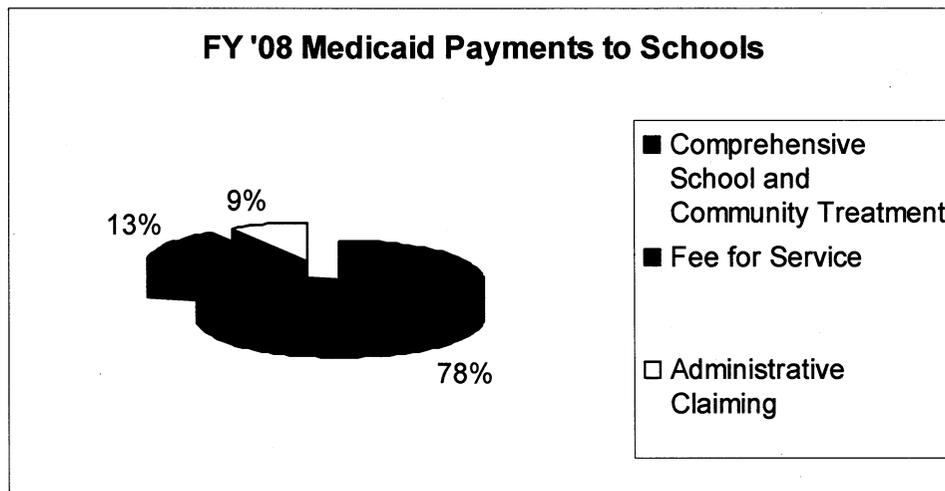
Source: State - Special education payment amount provided by OPI accounting. This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

The first three districts are the same districts used as an example of the variability in special education expenditures from year to year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '08 District A spent approximately \$6,400 more than District C per special education student. On a per-enrolled student basis, District C spent approximately \$784 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '08 payments to districts totaled \$1,836,876); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '08 payments to districts totaled \$1,261,663); and 3) CSCT services (FY '08 payments to districts totaled \$11,189,039). (Source for data on payments: DPHHS, Health Resources Division)

While fee for service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school-based mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

In FY '08, 2,188 children received CSCT services from 277 teams of therapists located in approximately 70 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

Part 3 - Accountability

Montana's State Performance Plan

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education (FAPE) in the least restrictive environment** (LRE);
2. the state exercise of **general supervisory authority**, and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

Statistical Methods Used

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

CSPD Regional Performance

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link <http://data.opi.mt.gov/SppDistrictPublicReporting/>. Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana’s State Performance Plan at <http://www.opi.mt.gov/SpecEd/index.html>.

The two tables below provide an evaluation of regional performance status (Table 1.3), and state performance status (Table 1.1 and Table 1.2) related to the State’s Performance Target for graduation rates. These evaluations are based on the 2007-2008 school year.

Table 1. 1 Montana Graduation Rates for Students with Disabilities

	Graduate Count for Special Education¹	Total Special Education School Leaver Cohort²	Completion Rates for Special Education
School Year	A	B	% = A / B
2007-2008	899	1216	73.9%

Table 1. 2 Montana Performance Target Status for FFY 2007

School Year	Completion Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	73.9%	76.3%	71.4%	70.0%	Met Target

Table 1. 3 Montana Graduation Rates for Students with Disabilities by CSPD Region, 2007-2008 School Year

	School Leaver Cohort Total	Graduate Count for Special Education	Completion Rate for Special Education	SPP Performance Target	Confidence Interval - High	Confidence Interval - Low	Performance Status
State of Montana	1216	899	73.9%	70.0%	76.3%	71.4%	Met Target
Region I	127	91	71.7%		79.9%	61.7%	Met Target
Region II	219	151	68.9%		75.8%	61.2%	Met Target
Region III	282	217	77.0%		82.1%	70.9%	Met Target
Region IV	253	188	74.3%		80.0%	67.6%	Met Target
Region V	335	252	75.2%		80.1%	69.5%	Met Target

Indicator 2 – Dropout Rates

The special education dropout rate calculation uses a status count in which the student’s status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate is calculated by dividing the number of special education dropouts, ages 14-21, by the number of students in special education. The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

The two tables below provide an evaluation of regional performance status (Table 2.3), and state performance status (Table 2.1 and Table 2.2) related to the State's Performance Target for dropout rates. These evaluations are based on the 2007-2008 school year.

Table 2.1 Montana Dropout Rates for School Year 2007-2008

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21 ¹	Special Education Dropout Rate
	A	B	% = A / B
2007-2008	280	6266	4.5%

Table 2.2 Montana Performance Target Status for FFY 2007

School Year	Special Education Dropout Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	4.5%	5.0%	4.0%	5.6%	Met Target

Table 2.3 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2007-2008 School Year

	Special Education Student Count, Ages 14-21	Special Education Dropout Count	Dropout Rate for Special Education	SPP Performance Target	Confidence Interval - High	Confidence Interval - Low	Performance Status
State of Montana	6266	280	4.5%	5.6%	5.0%	4.0%	Met Target
Region I	665	31	4.7%		18.3%	1.1%	Met Target
Region II	1007	58	5.8%		14.9%	2.1%	Met Target
Region III	1464	71	4.8%		12.6%	1.8%	Met Target
Region IV	1343	58	4.3%		13.0%	1.3%	Met Target
Region V	1787	62	3.5%		11.4%	1.0%	Met Target

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana's AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at <http://www.opi.mt.gov/ReportCard/index.html>.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana's AYP objectives.

The two tables below provide an evaluation of regional performance (Table 3.3), and state performance (Table 3.1 and Table 3.2) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2007-2008 school year.

Table 3.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall

School Year	OVERALL (across Content Areas)		
	Number of LEAs with a disability subgroup meeting Montana's minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs
2007-2008	70	31	44.3%
2006-2007	56	28	50.0%
2005-2006	57	23	40.4%

Table 3.2 Montana Performance Target Status for FFY 2007 – Indicator 3A AYP Objectives

School Year	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2007-2008	44.3%	55.9%	33.2%	40.4%	Met Target

Table 3.3 Districts Meeting Montana's AYP Objectives for the Disability Subgroup

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	70	31	44.3%	55.9%	33.2%	40.4%	Met Target
Region I	11	4	36.4%	64.6%	15.2%		Met Target
Region II	8	4	50.0%	78.5%	21.5%		Met Target
Region III	14	5	35.7%	61.2%	16.3%		Met Target
Region IV	15	6	40.0%	64.3%	19.8%		Met Target
Region V	23	12	52.2%	70.8%	33.0%		Met Target

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional performance (Table 3.5), and state performance (Table 3.4) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2007-2008 school year.

Table 3.4 Participation Rates of Students with Disabilities in State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19068	18254	95.7%	96.0%	95.4%	95.0%	Met Target

Table 3.5 Participation Rates of Students with Disabilities in State Assessments by CSPD Region

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	19068	18254	95.7%	96.0%	95.4%	95.0%	Met Target
Region I	2068	2000	96.7%	97.4%	95.8%		Met Target
Region II	2748	2628	95.6%	96.4%	94.8%		Met Target
Region III	4298	4063	94.5%	95.2%	93.8%		Met Target
Region IV	4254	4027	94.7%	95.3%	93.9%		Met Target
Region V	5700	5536	97.1%	97.5%	96.6%		Met Target

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

The two tables below provide an evaluation of regional performance (Table 3.7), and state performance (Table 3.6) related to the State’s Performance Target for proficiency rates of students with disabilities on state assessments. These evaluations are based on the 2007-2008 school year.

Table 3.6 Proficiency Rates of Students with Disabilities on State Assessments

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19068	6638	34.8%	35.5%	34.1%	32.0%	Met Target

Table 3.7 Proficiency Rates of Students with Disabilities on State Assessments by CSPD Region

CSPD Region	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
State of Montana	19068	6638	34.8%	35.5%	34.1%	32.0%	Met Target
Region I	2068	647	31.3%	35.0%	27.8%		Met Target
Region II	2748	851	31.0%	34.2%	28.0%		Met Target
Region III	4298	1510	35.1%	37.6%	32.8%		Met Target
Region IV	4254	1555	36.6%	39.0%	34.2%		Met Target
Region V	5700	2075	36.4%	38.5%	34.4%		Met Target

Indicator 4 – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

Table 4. 1 Montana Long-Term Suspension and Expulsion Rates for FFY 2007

School Year	Number of Special Education Students with Long-term Suspension or Expulsion ¹	Special Education Child Count ²	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion ³	General Education Enrollment ⁴	Regular Education Long-term Suspension and Expulsion Rates
2007-2008	97	16089	0.6%	339	126674	0.3%

Table 4. 2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region

	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Child Count	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion	General Education Enrollment	Regular Education Long-term Suspension and Expulsion Rates
State of Montana	97	16089	0.6%	339	126674	0.3%
Region I	11	1785	0.6%	52	11499	0.5%
Region II	23	2501	0.9%	73	20185	0.4%
Region III	23	3540	0.6%	53	27024	0.2%
Region IV	24	3507	0.7%	72	30651	0.2%
Region V	16	4756	0.3%	89	37315	0.2%

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The two tables below provide an evaluation of regional performance (Table 4.4) and state performance (Table 4.3) related to the State's Performance Target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. These evaluations are based on the 2006-2007 school year.

Table 4.3 State Performance on Long-Term Suspension and Expulsion Rates

School Year	Total Number of LEAs (a)	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy % = (b/a)*100	SPP Performance Target	State Performance Status
2007-2008	421	0	0%	0.0%	Met Target

Table 4.4 CSPD Region Performance on Long-Term Suspension and Expulsion Rates

	Number of LEAs (a)	Number of LEAs reporting long-term suspension and expulsions for students with disabilities	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	SPP Performance Status
State of Montana	421	46	0	0.0%	0.0%	Met Target
Region I	89	7	0	0.0%		Met Target
Region II	80	8	0	0.0%		Met Target
Region III	87	8	0	0.0%		Met Target
Region IV	91	13	0	0.0%		Met Target
Region V	81	10	0	0.0%		Met Target

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on December 1 of each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- Regular Class: Removed from regular class less than 21 percent of the day.
- Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Tables 5.2, 5.3, and 5.4), and state performance (Table 5.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2007-2008 school year.

Table 5.1 Montana Educational Placement

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
Indicator 5A	Removed from Regular Class < 21% of the day	8258	51.0%	51.8%	50.2%	48.5%	Met Target
Indicator 5B	Removed from Regular Class > 60% of the day	1891	11.7%	12.2%	11.2%	12.5%	Met Target
Indicator 5C	Served in Separate Facilities	223	1.4%	1.6%	1.2%	1.7%	Met Target

Table 5.2 State and CSPD Region Performance Status for Indicator 5A

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	8258	16188	51.0%	51.8%	50.2%	48.5%	Met Target
Region I	854	1785	47.8%	51.2%	44.5%		Met Target
Region II	1252	2501	50.1%	52.8%	47.3%		Met Target
Region III	1652	3540	46.7%	49.1%	44.3%		Met Target
Region IV	2055	3507	58.6%	60.7%	56.5%		Met Target
Region V	2445	4756	51.4%	53.4%	49.4%		Met Target

Table 5.3 State and CSPD Region Performance Status for Indicator 5B

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	1891	16188	11.7%	12.2%	11.2%	12.5%	Met Target
Region I	209	1785	11.7%	16.8%	8.0%		Met Target
Region II	294	2501	11.8%	15.9%	8.6%		Met Target
Region III	564	3540	15.9%	19.2%	13.1%		Met Target
Region IV	341	3507	9.7%	13.3%	7.0%		Met Target
Region V	483	4756	10.2%	13.2%	7.8%		Met Target

Table 5.4 State and CSPD Region Performance Status for Indicator 5C

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	223	16188	1.4%	1.6%	1.2%	1.7%	Met Target
Region I	7	1785	0.4%	35.9%	0.0%		Met Target
Region II	12	2501	0.5%	25.0%	0.0%		Met Target
Region III	45	3540	1.3%	10.1%	0.1%		Met Target
Region IV	49	3507	1.4%	9.7%	0.2%		Met Target
Region V	33	4756	0.7%	11.6%	0.0%		Met Target

Indicator 6 – Preschool Settings

Data for this indicator was not reported in the 2009 Annual Performance Report due to revisions in Preschool Setting categories and definitions.

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) **AND** are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Preschool outcome data is currently being collected through our annual child count and exiting data collections. However, due to the longitudinal design, baseline data and targets for this indicator will not be reported in the Annual Performance Report until February 1, 2010.

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2007-2008 school year.

Table 8. 1 Montana Parental Involvement Data

School Year	Number who reported school facilitated their involvement	Total number of Parent respondents	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	334	539	62.0%	66.0%	57.8%	65.5%	Met Target

Table 8.2 Results of Parent Involvement Survey for the 2007-2008 School Year

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	539	334	62.0%	66.0%	57.8%	65.5%	Met Target
Region I	14	6	42.9%	76.7%	14.6%		Met Target
Region II	62	37	59.7%	73.8%	43.7%		Met Target
Region III	57	33	57.9%	73.0%	41.1%		Met Target
Region IV	122	82	67.2%	76.4%	56.5%		Met Target
Region V	284	177	62.3%	69.1%	55.0%		Met Target

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

Definition of Disproportionate Representation

An LEA is determined to have *disproportionate representation* (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 Montana Disproportionate Representation

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	427	0	0.0%	0.0%	Met Target

Table 9. 2 District Review of Disproportionate Representation by CSPD Region

	Number of School Districts	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	423	4	0	0.0%	Met Target
Region I	89	1	0	0.0%	Met Target
Region II	80	0	0	0.0%	Met Target
Region III	86	3	0	0.0%	Met Target
Region IV	87	0	0	0.0%	Met Target
Region V	81	0	0	0.0%	Met Target

Although there were several school districts identified as having disproportionate representation of racial/ethnic groups in special education, after a review of policies, practices, and procedures, there were no school districts identified as having disproportionate representation of racial and ethnic groups *due to inappropriate identification practices*. Therefore, all CSPD Regions have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the four school districts.

Table 9. 3 Districts Identified with Disproportionate Representation

CSPD Region	School District	Racial and Ethnic Group	Disproportionate Representation Status
Region I	District A	American Indian/Alaskan Native	Over-Representation
Region III	District B	American Indian/Alaskan Native	Over-Representation
Region III	District C	White, Non-Hispanic	Under-Representation
Region III	District D	White, Non-Hispanic	Under-Representation

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10. 1 Montana Disproportionate Representation in Specific Disability Categories

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	423	0	0.0%	0.0%	Met Target

Table 10. 2 District Identified with Disproportionate Representation-Specific Disabilities

	Number of School Districts	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	423	0	0	0.0%	Met Target
Region I	89	0	0	0.0%	Met Target
Region II	80	0	0	0.0%	Met Target
Region III	86	0	0	0.0%	Met Target
Region IV	87	0	0	0.0%	Met Target
Region V	81	0	0	0.0%	Met Target

There were no school districts identified as having disproportionate representation of racial and ethnic groups in specific disability categories *due to inappropriate identification practices*. Therefore, all CSPD Regions have met this state performance target.

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district’s receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below presents the state’s performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2009. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11. 1 Montana Performance Target Status

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	146	133	91.1%	100.0%	Did Not Meet Target

The following table presents each region’s performance status for the 2007-2008 school year.

Table 11. 2 CSPD Region Performance Target Status

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	SPP Performance Status
State of Montana	146	133	91.1%	100.0%	Did Not Meet Target
Region I	27	24	88.9%		Did Not Meet Target
Region II	14	13	92.9%		Did Not Meet Target
Region III	61	55	90.2%		Did Not Meet Target
Region IV	0	0	0.0%		NA
Region V	44	41	93.2%		Did Not Meet Target

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2009.

Table 12. 1 Montana Performance Target Status

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	167	93	71.5%	100.0%	Did Not Meet Target

The following table presents performance data by CSPD Region for this indicator.

Table 12. 2 CSPD Region Performance Target Status

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
State of Montana	130	93	71.5%	100.0%	Did Not Meet Target
Region I	6	4	66.7%		Did Not Meet Target
Region II	26	21	80.8%		Did Not Meet Target
Region III	34	19	55.9%		Did Not Meet Target
Region IV	33	26	78.8%		Did Not Meet Target
Region V	31	23	74.2%		Did Not Meet Target

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet post-secondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students, aged 16 and older, that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

The table below presents the state performance related to this indicator as reported in the Annual Performance Report submitted February 1, 2009. This is a compliance indicator and as such the state’s performance target will be 100 percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals for each year of the State Performance Plan.

Table 13. 1 Montana Performance Target Status

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	87	54	62.1%	100.0%	Did Not Meet Target

The following table presents the evaluation of CSPD Regional performance related to this indicator.

Table 13. 2 CSPD Region Performance Target Status

	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary Transition with IEP Goals	SPP Performance Target	SPP Performance Status
State of Montana	87	54	62.1%	100.0%	Did Not Meet Target
Region I	10	9	90.0%		Did Not Meet Target
Region II	8	3	37.5%		Did Not Meet Target
Region III	49	25	51.0%		Did Not Meet Target
Region IV	0	0	0.0%		NA
Region V	20	17	85.0%		Did Not Meet Target

Indicator 14 – Post-School Outcomes

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. Survey data collection format will be at the discretion of the LEA and may include personal contact, phone interview, paper, or electronic completion.

The indicator rate is defined as the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. This rate is calculated by dividing the number of youth who had IEPs, are no longer in secondary school and reported they are competitively employed, enrolled in a post-secondary school or both, within one year of leaving high school by the number of youth assessed who had IEPs and are no longer in secondary school.

The tables below provide an evaluation of region and state performance related to the established performance target for this indicator as reported in the Annual Performance Report submitted on February 1, 2009.

Table 14.1 Montana Post-School Survey Results for the 2006-2007 School Year

Number of Youth with Disabilities Not In Secondary School Who Responded to Survey (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled % = [(b+c+d)/a]	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled % = (e/a)
779	191	364	71	80.4%	153	19.6%

Table 14.2 Performance Status for the State and the CSPD Regions

	Number of Youth with Disabilities Not In Secondary School Who Responded to Survey	Number Competitively Employed and/or Enrolled	Percent Competitively Employed and/or Enrolled	SPP Performance Target	SPP Performance Status
State of Montana	779	626	80.4%	79.1%	Met Target
Region I	85	75	88.2%		Met Target
Region II	192	144	75.0%		Did Not Meet Target
Region III	164	132	80.5%		Met Target
Region IV	136	111	81.6%		Met Target
Region V	202	164	81.2%		Met Target

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and

mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2006-2007 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2006-2007 was analyzed and reported in the Annual Performance Report.

Number of Findings of noncompliance identified in FFY 2006 (7/1/06 - 6/30/07)	Number of Findings from (a) for which correction was verified no later than one year from identification	Percent of Findings of Noncompliance Corrected within One Year Timeline	Spp Performance Target	State Performance Status
146	141	96.6%	100.0%	Did Not Meet Target

Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

The Montana Office of Public Instructions received four signed, written complaints for FFY 2007. One complaint had a report issued within the timeline and three complaints were withdrawn or dismissed.

Table 16.1 below presents target data on signed, written complaints for FFY 2007 (2007-2008 School Year).

Table 16.1 Signed, Written Complaints for FFY 2007

Table 7, Section A	Signed, Written Complaints	Number
(1.1)	Complaints with reports issued	1
(b)	Reports within timeline	1
(c)	Reports within extended timelines	0
%=(b+c) / (1.1)	Percent of Complaint Reports Issued Within Timeline	100.0%

For FFY 2007 (2007-2008 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has met its performance target of 100 percent of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

Table 16.2 Montana Performance Target Status for FFY 2007

School Year	Percent of Complaint Reports Issued Within Timeline	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	100.0%	100.0%	Met Target

Indicator 17 – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

The Montana OPI received one due process complaint which went to a hearing that was fully adjudicated within the timeline.

Table 17.1 below presents the target data for due process hearings fully adjudicated within the 45-day timeline or properly extended timeline for FFY 2006 (2006-2007 School Year).

Table 17.1 Percent of Hearings Full Adjudicated Within Timeline for FFY 2007

Table 7, Section C	Due Process Complaints	Number
(3.2)	Hearings (fully adjudicated)	1
(a)	Decisions within timeline	1
(b)	Decisions within extended timeline	0
%=(a+b) / (3.2)	Percent of Hearings Fully Adjudicated Within Timeline	100.0%

For FFY 2007 (2007-2008 School Year), there was one Due Process Hearing that was fully adjudicated. Therefore, Montana has met its performance target of 100 percent of due process hearings will be fully adjudicated within the 45-day timeline or properly extended timeline.

Table 17.2 Montana Performance Target Status for FFY 2007

School Year	Percent of Hearings Fully Adjudicated Within Timeline	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	100.0%	100.0%	Met Target

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The Montana Office of Public Instruction did not have any hearing requests that went to resolution sessions for FFY 2007. Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 18.1 below presents data for hearings requests that were resolved through resolution session settlement agreements for FFY 2007 (2007-2008 School Year).

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2007

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	0
(a)	Written Settlement Agreements	0
%=(a) / (3.1)	Percent of Hearing Requests with Settlement Agreements	0.0%

Indicator 19 – Percent of mediations held that resulted in mediation agreements.

For FFY 2007, the OPI had a total of one mediation request, not related to due process that resulted in a written agreement. Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 19.1 below presents the data on mediations held that resulted in mediation agreements for FFY 2007 (2007-2008 School Year).

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2007

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	1
(a)(i)	Mediation, related to Due Process, with agreements	0
(b)(i)	Mediation, not related to Due Process, with agreements	1
%=[(a)(i) + (b)(i)] / (2.1)	Percent of Mediations Held Resulting in Agreements	100.0%

Indicator 20 – State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

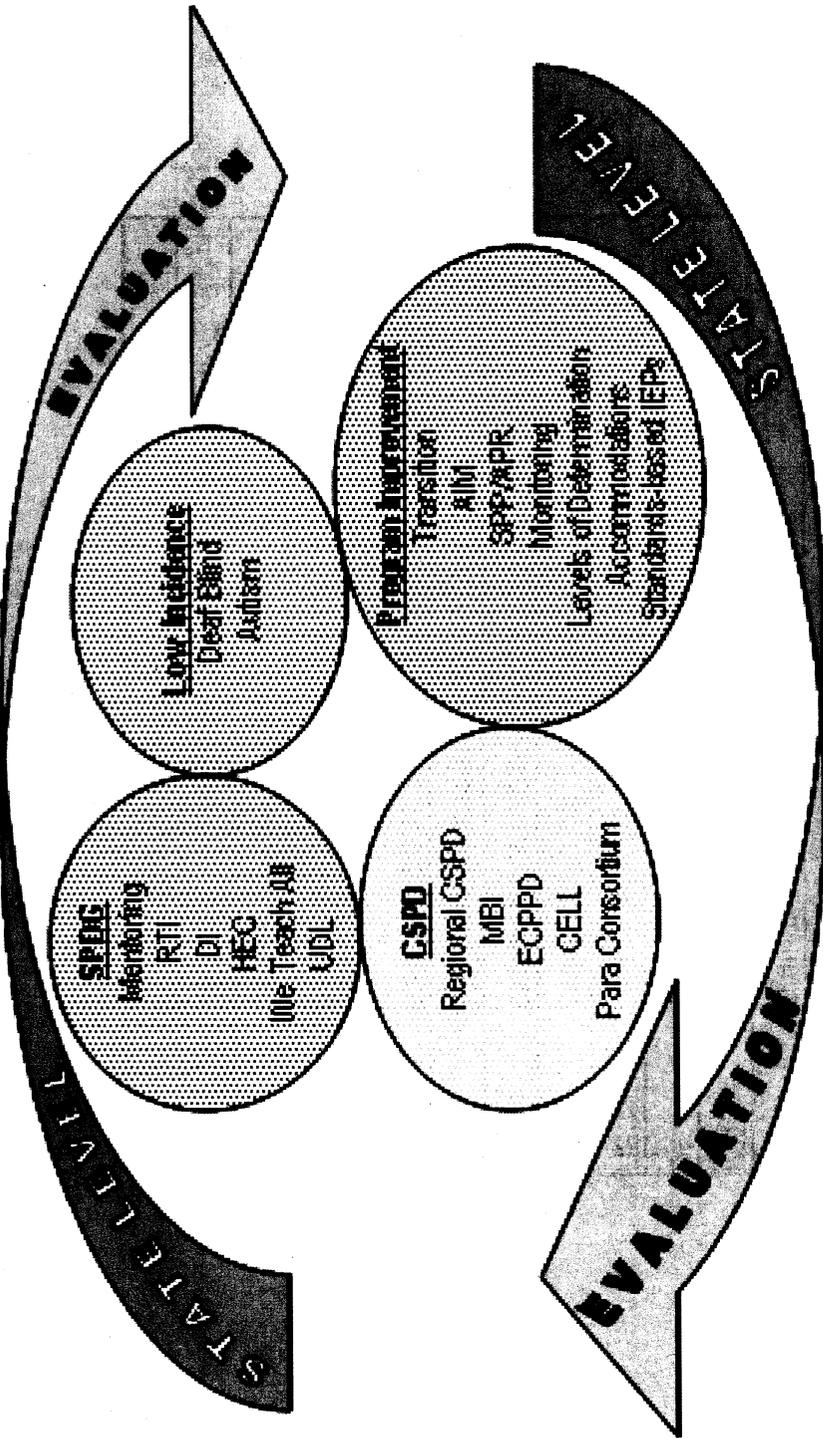
Table 20.1 Montana Performance Target Status for FFY 2007

Total Score	Indicator Percent	SPP Performance Target	State Performance Status
86	100.0%	100.0%	Met Target

Appendices:

- A. Professional Development Unit Flow Chart and Acronym Dictionary
- B. School Improvement/Monitoring Unit Flow Chart and Acronym Dictionary
- C. Part B/Data and Accountability Unit Flow Chart and Acronym Dictionary
- D. Part B/Data and Accountability Monthly Task List

OPI Special Education Professional Development Unit

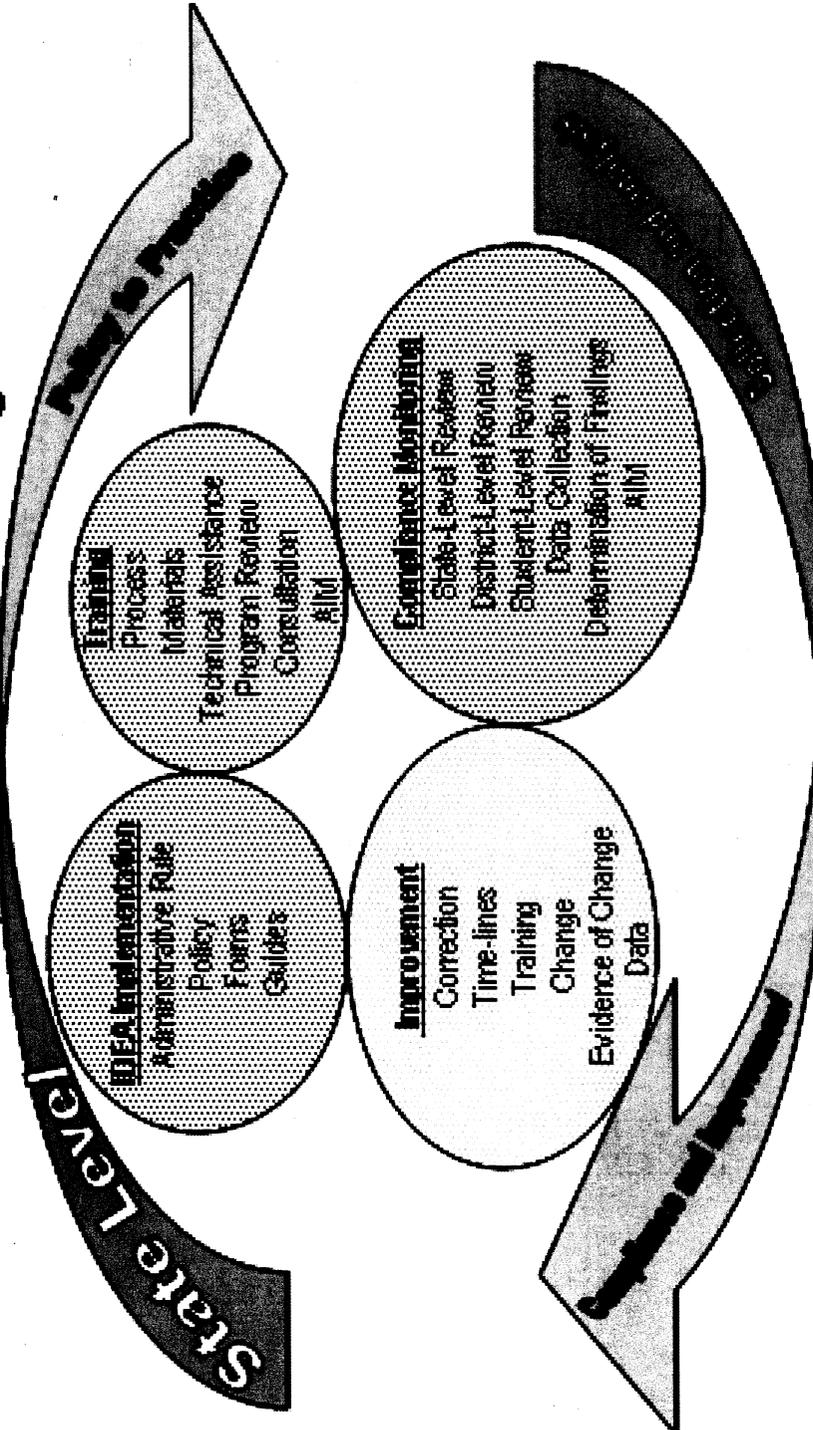


Professional Development Unit

Acronym Dictionary

SPDG	State Personnel Development Grant
RTI	Response to Intervention
DI	Differentiated Instruction
HEC	Higher Education Consortium
UDL	Universal Design for Learning
CSPD	Comprehensive System of Personnel Development
MBI	Montana Behavioral Initiative
ECPPD	Early Childhood Partnership of Professional Development
CELL	Center for Early Learning Literacy
AIM	Achievement in Montana
SPP/APR	State Performance Plan/Annual Performance Report
IEP	Individualized Education Plan

OPI Special Education School Improvement/Monitoring Unit



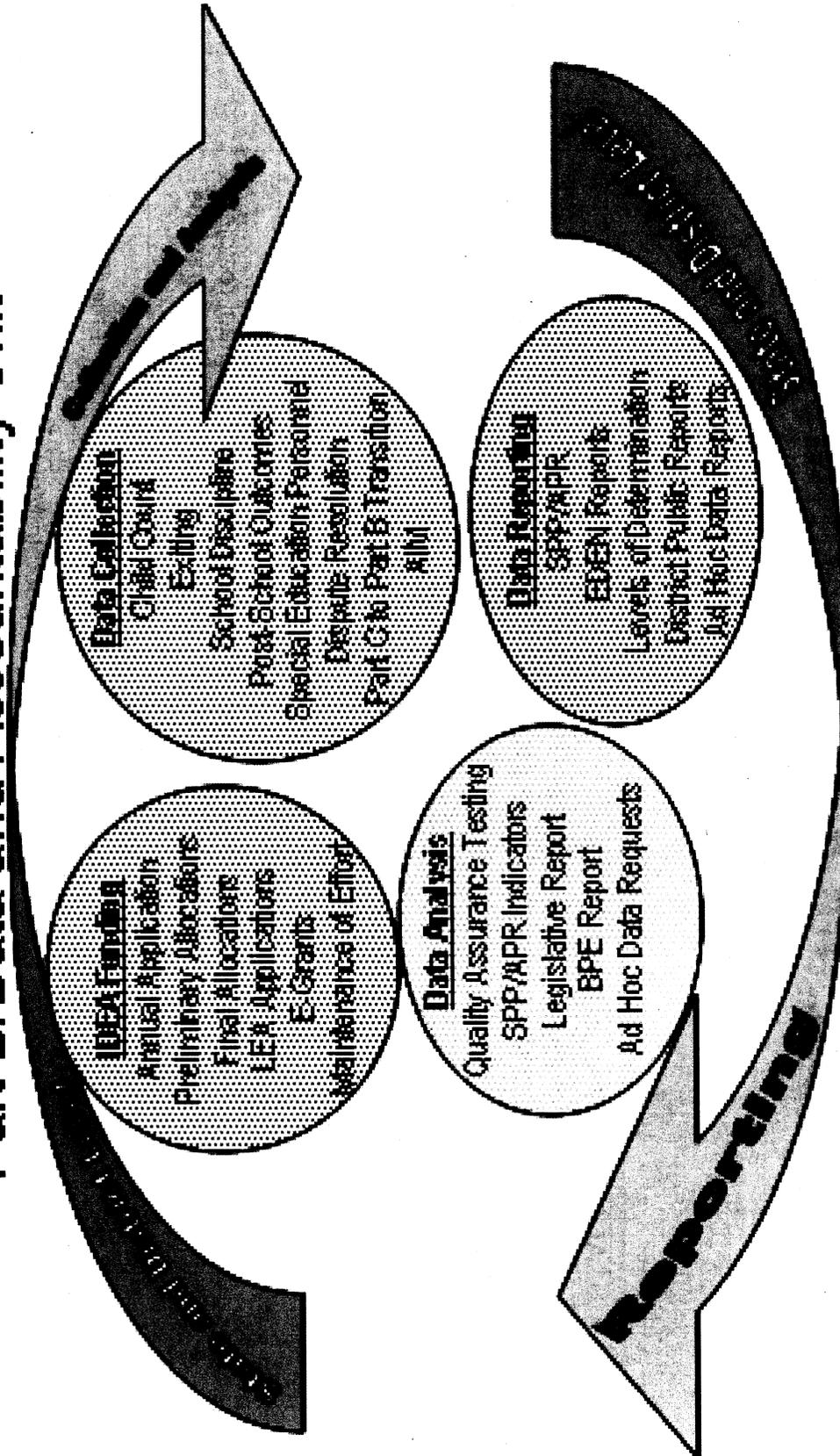
 Montana Office of Public Instruction
Dentice Juneau, Superintendent oplm@go.mt.gov

School Improvement/Monitoring Unit

Acronym Dictionary

IDEA	Individuals with Disabilities Education Act of 2004
AIM	Achievement in Montana

OPI Special Education Part B/Data and Accountability Unit



Part B/Data and Accountability Unit

Acronym Dictionary

ADC	Annual Data Collection
AIM	Achievement In Montana—The statewide student data system which includes the Special Education module
APR	Annual Performance Report—The state's annual report to OSEP regarding the state's progress toward the targets in the State Performance Plan
EDEN	Education Data Exchange Network—The portal through which states submit data to the U.S. Department of Education
E-Grants	The OPI's electronic consolidated grant application for all federal grants that are subgranted to schools
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
MOE	Maintenance of Effort—The federal grant requirement that grant recipients maintain expenditures of state and local funds at the level of the previous year's expenditures
OSEP	Office of Special Education Programs—An office within the U.S. Department of Education that oversees the implementation of the IDEA
SPP	State Performance Plan
TA	Technical Assistance—Assistance provided to Montana schools to ensure the collection of valid and reliable data
UAT	User Acceptability Testing—Testing completed on the AIM system to ensure that programming changes meet the OPI requirements

Appendix D:

SPECIAL EDUCATION IDEA Part B/ Data and Accountability Unit CALENDAR OF DATES Updated June 2009

July

- ✓ Federal Part B grant letter is received
 - Final Allocation reports are prepared and posted on the Web site
 - Memo is sent to coops/districts announcing final awards are available
 - Any changes needed to E-grants sent to Linda Gardner
 - Review and approve Part-B project applications
- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Provide TA on Post-School Outcomes Survey (Indicator 14)
- ✓ Prepare form to collect Part C to Part B transition (Indicator 12)
- ✓ AIM UAT on June mid-year release
- ✓ Validate Preschool Outcome data (Indicator 7)
- ✓ Prepare LEA Levels of Determination
- ✓ Additional SPP/APR support as needed
 - Preschool Outcomes follow-up
- ✓ Begin working on Assessment validations

August

- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data (have ready by 8/30 for SPP/APR purposes)
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Provide TA on Post-School Outcomes Survey (Indicator 14)
- ✓ Data collection for Part C to Part B transition (Indicator 12)
- ✓ LEA Levels of Determination published
- ✓ AIM Training begins
- ✓ AIM UAT on June mid-year release (should be in districts by mid-month)
- ✓ Validate Assessment Data for EDEN reporting
- ✓ Additional SPP/APR support as needed
 - Preschool Outcomes follow-up (Indicator 7)
- ✓ Data Training for school districts
- ✓ Begin analysis of Graduation Rates (Indicator 1)
- ✓ Begin analysis of Dropout Rates (Indicator 2)
- ✓ Begin analysis of Suspension and Expulsion (Indicator 4)
- ✓ Begin analysis of Preschool Outcomes (Indicator 7)
- ✓ OSEP Leadership Conference and National Accountability Conference

September

- ✓ Preliminary work done on ADC collection of special education personnel data

- ✓ Validate Suspension/Expulsion Data (due 9/30)
- ✓ Validate Exiting Data (due 9/30)
- ✓ SUBMIT Exiting and Discipline EDEN files by 9/30
- ✓ SUBMIT Assessment Data EDEN files by 9/30
- ✓ Preparation for Child Count collection (opens 9/28)
- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Dispute Resolution table compiled
- ✓ Data Training for school districts
- ✓ Part C to Part B transition follow-up (Indicator 12)
- ✓ Begin analysis of Assessment data (Indicator 3)
- ✓ Begin analysis of Child Find-60-Day Timeline (Indicator 11)
- ✓ Begin analysis of IEP Transition (Indicator 13)
- ✓ School Discipline application opens
 - Assign usernames and passwords

October

- ✓ MOE
 - Programming should be completed and tested by the first of the month
 - Mid-month, attend meeting on MOE with all divisions
 - Mid month, start MOE and special education reversion calculations
- ✓ ADC collection of special education personnel data takes place
- ✓ Validate Suspension/Expulsion Data (submit by 11/1)
- ✓ Validate Exiting Data (submit by 11/1)
- ✓ Child Count collection open (10/1-10/31)
- ✓ AIM Training for school district personnel
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ Private School Child Count
- ✓ School discipline collection TA
- ✓ Preschool Outcomes data analysis (Indicator 7)
- ✓ Begin analysis of Parent Involvement Survey data (Indicator 8)
- ✓ Begin analysis of Part C to Part B transition data (Indicator 12)
- ✓ Post-School Outcomes Survey (Indicator 14)
 - Calculate Response Rates
 - Begin analysis

November

- ✓ SUBMIT Dispute Resolution EDEN file by 11/1
- ✓ Begin development of APR
- ✓ Coop Membership Reports prepared and sent out
- ✓ Certified Director report (from Kathleen Wanner)
- ✓ MOE
 - Finalize calculations (MOE and reversion)
 - Run preliminary MOE reports and post to Web
 - Notify districts that failed to maintain effort
 - Review applications for MOE exceptions

- ✓ ADC follow-up
- ✓ Child Count
 - Follow-up (closes 10/31)
 - Begin validations
- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ School discipline collection TA
- ✓ Begin analysis of Dispute Resolution data
 - Complaints (Indicator 16)
 - Hearings (Indicator 17)
 - Resolution sessions (Indicator 18)
 - Mediations (Indicator 19)

December

- ✓ Validate Child Count Data (due 2/1)
- ✓ SPP/APR support (due 2/1)
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on patches
- ✓ School discipline collection TA
- ✓ Begin analysis of Findings – (Indicator 15)
- ✓ Begin analysis of Timely, Valid, Reliable Data (Indicator 20)

January

- ✓ Validate Child Count Data
- ✓ SPP/APR support
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Finish analysis of Indicators for SPP/APR
- ✓ Complete APR and revisions to SPP

February

- ✓ SUBMIT Child Count EDEN file and SPP/APR
- ✓ Begin work on preliminary Allocations
- ✓ Begin work on Final MOE Reports
- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Validate Personnel Data
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Complete Annual Application for Funds Under Part B of the IDEA
 - Post completed application for public comment

March

- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Final MOE reports are sent out and posted to the OPI Web site
- ✓ Prepare annual report to the Board of Public Education
- ✓ LEA Determinations
- ✓ Calculate Disproportionate Representation (Indicators 9 and 10)
- ✓ Calculate Significant Disproportionality
- ✓ Begin work on preliminary Allocations
- ✓ AIM UAT on patches
- ✓ School discipline collection TA

April

- ✓ Prepare for exiting
 - Work with programmer to get necessary changes made
 - Test program
- ✓ Prepare for school discipline
 - Work with programmer to get necessary changes made
 - Test program
- ✓ Prepare annual report to the Board of Public Education
- ✓ LEA Determinations
- ✓ Preliminary Allocations published
- ✓ School discipline collection TA
- ✓ AIM UAT on patches
- ✓ SPP/APR Opportunity for Clarification
- ✓ SUBMIT Annual Application for Funds Under the IDEA

May

- ✓ Exiting opens
- ✓ School Discipline application opens for submission
- ✓ School discipline application TA
- ✓ AIM UAT on patches
- ✓ E-Grants application opens
- ✓ Test District Public Report

June

- ✓ School Discipline and Exiting applications open (close 6/30)
- ✓ AIM UAT on patches
- ✓ School discipline application TA
- ✓ Exiting application TA
- ✓ District Public Report Posted to Web (6/1/)
- ✓ Begin work on Assessment validations
- ✓ Begin Child Count Preparation
 - Work with programmer to get necessary changes made
 - Test program
- ✓ OSEP Data Conference

EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: Assessment Update

PRESENTER: Judy Snow
State Assessment Director
Office of Public Instruction

OVERVIEW: Reports

1. Online Writing Assessment Pilots
2. MontCAS Presents
3. 2010 Assessment Conference

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: No Child Left Behind Act Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This presentation will include information about the scheduled determination of Adequate Yearly Progress for Montana schools, as required by the No Child Left Behind Act. In addition, information will be presented about issues surrounding requirements for qualifications of teachers of core academic areas.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Recommendation for the Continued Review of the Administrative Rules of Montana Chapter 54 Content and Performance Standards, 10.54.2503
- PRESENTER:** Linda Vrooman Peterson, Administrator
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction provides to the Board of Public Education the revised Standards Review Schedule. See attached materials.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Information and Discussion

Standards Review Schedule

2005-2011

Revised July 2009

In March 2005, the Board approved the Standards Review Schedule (ARM 10.54.2503) to begin July 2005. The Office of Public Instruction (OPI) presents the schedule below.

Standards Review Schedule		
Cycle I	Science	Adopted November 2006
Cycle II	Information Literacy/ Library Media Technology	Adopted August 2008
Cycle III	Mathematics Communication Arts	Anticipated Adoption 2009
Cycle IV	Career and Technology Education Workplace Competencies	Proposed 2009-2010
Cycle V	Social Studies Arts	Proposed 2010-2011
Cycle VI	School Counseling World Languages Health Enhancement	Proposed 2011-2012

Standards Review Process

The Office of Public Instruction will facilitate the standards review process by:

- Adhering to the Board of Public Education Statement of Purpose;
- Announcing the Standards Review Schedule through official e-mail, MASS Notes, post information on the OPI Web page, and networks of professional education associations;
- Calling for nominations from the Montana Pre-K- postsecondary education community and public to participate in the process;
- Conducting focus group discussions to gather information related to K-12 content standards;
- Identifying writing team membership and dates for work sessions; and
- Establishing inclusive communication plan and thorough public comment process.

Montana Board of Public Education

Standards Revision 2005-2011

Statement of Purpose

The purpose of the Standards Revision Project is to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

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

BOARD OF PUBLIC EDUCATION
CHAPTER 54
CONTENT AND PERFORMANCE STANDARDS

10.54.2503 STANDARDS REVIEW SCHEDULE (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2)A schedule for review of specific programs shall be established as a collaborative process with the office of public instruction and the board of public education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3)The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: Recommendation for Review of Administrative Rules of Montana (ARM) Chapter 55 - Proposal and Timeline

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration a recommendation on the proposal and timeline to review and revise ARM Chapter 55 Standards of Accreditation.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): The proposed process and time line is as follows:
July – November 2009 -

- The Office of Public Instruction (OPI) will provide for initial leadership and data gathering prior to the task force being convened. The OPI will survey key stakeholders as to their views on the issues and areas of emphasis that need to be considered during the review. This surveying process could include an online survey as well as interaction during Annual Data Collection fall workshops and the Five-Year Comprehensive Education Plan (5YCEP) fall workshops.
- The OPI will put together an analysis of issues around moving from an accreditation system based on "inputs" to one based upon "outputs."
- The OPI will sample accreditation processes used in comparable states.
- The OPI will put together a recommendation for possible task force membership.

January 2010 – Report to the Board of Public Education (BPE)

February - July 2010 – Task Force Meetings

Sept. 2010 – Initiate Process for Consideration of Task Force Recommendations

RECOMMENDATION(S): Discussion

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Further Discussion on Accreditation Responses for Continuing Deviations
- PRESENTER:** Dale Kimmet
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for discussion a proposal to revise and expand the Accreditation Responses for Continuing Deviations.
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Discussion

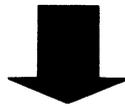


Draft – Draft – Draft

RESPONSE OPTION FOR CONTINUING DEVIATIONS

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

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

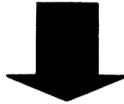


STEP 2 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

STEP 3 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



STEP 4 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



STEP 5 - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



STEP 6 - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Recommend approval of Notice of Public Adoption relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors
- PRESENTER:** Jean Howard, Mathematics Curriculum Specialist
Office of Public Instruction
- OVERVIEW:** The Office of Public Instruction (OPI) recommends approval of Notice of Public Adoption relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Recommend approval of Notice of Public Adoption relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New Rule I through New Rule XII, amendment of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, and 10.54.4040 through 10.54.4043, and repeal of ARM 10.54.4050 through 10.54.4053, 10.54.4060 through 10.54.4063, 10.54.4070 through 10.54.4073, and 10.54.4087 through 10.54.4098 pertaining to math content standards and performance descriptors)	NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, AMENDMENT, AND REPEAL
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TO: All Concerned Persons

1. On June 22, 2009, at 10:30 a.m. the Board of Public Education will hold a public hearing in the conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption, amendment, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 8, 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. Statement of Reasonable Necessity: The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to mathematics content standards and performance descriptors pursuant to ARM 10.54.2503 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of Senate Bill 152 of the 2005 Legislative Session it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system is built and maintained. The board strives to conform to a five year review cycle for every chapter of accreditation. The standards review process uses context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

The Montana content standards for mathematics are not about mandating curriculum or recommending specific courses in Montana's schools. Instead, they

are about preparing students to work and live successfully in a society that is increasingly technical, global, and multicultural. The board has set high expectations for the performance of Montana students at all levels; it is the responsibility of local communities and districts to determine the path for their students to achieve the goals set out in these content standards and performance descriptors.

Pursuant to Article X Section 1(2) of the Constitution of the state of Montana and 20-1-501 and 20-9-309(2)(c), MCA, these new rules and amended rules incorporate the distinct and unique cultural heritage of Montana American Indians.

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

NEW RULE I GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (1) A fourth-grade student at the advanced level in mathematics demonstrates superior performance. He/she gives responses that exhibit advanced understanding of the problem or situation presented. The student consistently demonstrates advanced conceptualization and makes connections within and between the mathematical and real world. The student is able to apply more than one process, use multiple representations, and determine solutions accurately. Reasoning and structure of responses are clearly communicated and justified.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) whole number relationships;
- (ii) estimation and operations;
- (iii) whole number concepts;
- (iv) common fractions and decimals; and
- (v) length, time, and temperature.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing data;
- (ii) evaluating data; and
- (iii) likelihood of events.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) two-dimensional attributes;
- (ii) three-dimensional attributes;
- (iii) basic transformations;
- (iv) linear measurement; and
- (v) area and perimeter.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) patterns and relations;
- (ii) symbols and expressions;
- (iii) properties of number and operation;
- (iv) equivalent expressions; and

- (v) numerical modeling with manipulatives.

AUTH: 20-2-114, MCA

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

NEW RULE II GRADE 4 PERFORMANCE DESCRIPTORS AT THE

PROFICIENT LEVEL (1) A fourth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she gives responses that exhibit clear understanding of the problem or situation presented and is able to make connections within the mathematical and/or real world. The student can determine a process and sufficiently communicate correct problem solving strategies through relevant representations. Although there may be occasional errors, these do not interfere with appropriate strategies. Solutions are reasonable and well supported.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) whole number relationships;
- (ii) estimation and operations;
- (iii) whole number concepts;
- (iv) common fractions and decimals; and
- (v) length, time, and temperature.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing data;
- (ii) evaluating data; and
- (iii) likelihood of events.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) two-dimensional attributes;
- (ii) three-dimensional attributes;
- (iii) basic transformations;
- (iv) linear measurement; and
- (v) area and perimeter.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) patterns and relations;
- (ii) symbols and expressions;
- (iii) properties of number and operation;
- (iv) equivalent expressions; and
- (v) numerical modeling with manipulatives.

AUTH: 20-2-114, MCA

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

NEW RULE III GRADE 4 PERFORMANCE DESCRIPTORS AT THE

NEARING PROFICIENCY LEVEL (1) A fourth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite

knowledge and skills fundamental for proficiency. He/she gives responses that exhibit some understanding of the problem or situation presented and can make rudimentary connections between the mathematical and/or real world. The student struggles to communicate effectively and uses limited evidence of representations to show understanding.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) whole number relationships;
- (ii) estimation and operations;
- (iii) whole number concepts;
- (iv) common fractions and decimals; and
- (v) length, time, and temperature.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing data;
- (ii) evaluating data; and
- (iii) likelihood of events.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) two-dimensional attributes;
- (ii) three-dimensional attributes;
- (iii) basic transformations;
- (iv) linear measurement; and
- (v) area and perimeter.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) patterns and relations;
- (ii) symbols and expressions;
- (iii) properties of number and operation;
- (iv) equivalent expressions; and
- (v) numerical modeling with manipulatives.

AUTH: 20-2-114, MCA

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

NEW RULE IV GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A fourth-grade student at the novice level in mathematics is

beginning to attain the prerequisite knowledge and skills that are fundamental.

He/she gives responses that exhibit significant difficulty in understanding basic concepts, reasoning, implementing problem solving strategies, and making connections. Basic skills, representations, structure, and process development are severely lacking even though the student may attempt to solve problems.

Substantial errors and lack of communication skills hinder the student's progress.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) whole number relationships;
- (ii) estimation and operations;

- (iii) whole number concepts;
- (iv) common fractions and decimals; and
- (v) length, time, and temperature.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing data;
 - (ii) evaluating data; and
 - (iii) likelihood of events.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) two-dimensional attributes;
 - (ii) three-dimensional attributes;
 - (iii) basic transformations;
 - (iv) linear measurement; and
 - (v) area and perimeter.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) patterns and relations;
 - (ii) symbols and expressions;
 - (iii) properties of number and operation;
 - (iv) equivalent expressions; and
 - (v) numerical modeling with manipulatives.

AUTH: 20-2-114, MCA

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

NEW RULE V GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (1) An eighth-grade student at the advanced level in mathematics demonstrates superior performance. He/she gives responses that exhibit advanced understanding of the problem or situation presented. The student consistently demonstrates advanced conceptualization and makes connections within and between the mathematical and real world. The student is able to apply more than one process, use multiple representations, and determine solutions accurately. Reasoning and structure of responses are clearly communicated and justified.

- (a) The student demonstrates these abilities under content standard 1 in the areas of:
 - (i) rational number relationships;
 - (ii) estimation and reasonableness;
 - (iii) number theory;
 - (iv) rational number operations;
 - (v) metric and standard measurement; and
 - (vi) proportional reasoning.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing and comparing data;
 - (ii) evaluating data and making conjectures; and

- (iii) finding probability and predicting.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) properties of solids and figures;
 - (ii) congruence and similarity;
 - (iii) transformations including dilations;
 - (iv) angles, surface area, and volume; and
 - (v) justifying relationships.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) representing and generalizing patterns;
 - (ii) linear functions;
 - (iii) multi-step equations and inequalities;
 - (iv) equivalent algebraic expressions; and
 - (v) linear modeling.

AUTH: 20-2-114, MCA

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

NEW RULE VI GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (1) An eighth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she gives responses that exhibit clear understanding of the problem or situation presented and is able to make connections within the mathematical and/or real world. The student can determine a process, and sufficiently communicate correct problem solving strategies through relevant representations. Although there may be occasional errors, these do not interfere with appropriate strategies. Solutions are reasonable and well-supported.

- (a) The student demonstrates these abilities under content standard 1 in the areas of:
 - (i) rational number relationships;
 - (ii) estimation and reasonableness;
 - (iii) number theory;
 - (iv) rational number operations;
 - (v) metric and standard measurement; and
 - (vi) proportional reasoning.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing and comparing data;
 - (ii) evaluating data and making conjectures; and
 - (iii) finding probability and predicting.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) properties of solids and figures;
 - (ii) congruence and similarity;
 - (iii) transformations including dilations;
 - (iv) angles, surface area, and volume; and

- (v) justifying relationships.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) representing and generalizing patterns;
 - (ii) linear functions;
 - (iii) multi-step equations and inequalities;
 - (iv) equivalent algebraic expressions; and
 - (v) linear modeling.

AUTH: 20-2-114, MCA

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

NEW RULE VII GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) An eighth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she gives responses that exhibit some understanding of the problem or situation presented and can make rudimentary connections between the mathematical and/or real world. The student struggles to communicate effectively and uses limited evidence of representations to show understanding. Although some basic reasoning skills are apparent, computational skills and problem solving strategies are insufficient. Frequent errors and lack of structure detract from mathematical knowledge and skills.

- (a) The student demonstrates these abilities under content standard 1 in the areas of:
 - (i) rational number relationships;
 - (ii) estimation and reasonableness;
 - (iii) number theory;
 - (iv) rational number operations;
 - (v) metric and standard measurement; and
 - (vi) proportional reasoning.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing and comparing data;
 - (ii) evaluating data and making conjectures; and
 - (iii) finding probability and predicting.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) properties of solids and figures;
 - (ii) congruence and similarity;
 - (iii) transformations including dilations;
 - (iv) angles, surface area, and volume; and
 - (v) justifying relationships.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) representing and generalizing patterns;
 - (ii) linear functions;
 - (iii) multi-step equations and inequalities;

- (iv) equivalent algebraic expressions; and
- (v) linear modeling.

AUTH: 20-2-114, MCA

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

NEW RULE VIII GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) An eighth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental.

He/she gives responses that exhibit significant difficulty in understanding basic concepts, reasoning, implementing problem solving strategies, and making connections. Basic skills, representations, structure, and process development are severely lacking even though the student may attempt to solve problems.

Substantial errors and lack of communication skills hinder the student's progress.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) rational number relationships;
- (ii) estimation and reasonableness;
- (iii) number theory;
- (iv) rational number operations;
- (v) metric and standard measurement; and
- (vi) proportional reasoning.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing and comparing data;
- (ii) evaluating data and making conjectures; and
- (iii) finding probability and predicting.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) properties of solids and figures;
- (ii) congruence and similarity;
- (iii) transformations including dilations;
- (iv) angles, surface area, and volume; and
- (v) justifying relationships.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) representing and generalizing patterns;
- (ii) linear functions;
- (iii) multi-step equations and inequalities;
- (iv) equivalent algebraic expressions; and
- (v) linear modeling.

AUTH: 20-2-114, MCA

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

NEW RULE IX UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in

mathematics demonstrates superior performance. He/she gives responses that exhibit advanced understanding of the problem or situation presented. The student consistently demonstrates advanced conceptualization and makes connections within and between the mathematical and real world. The student is able to apply more than one process, use multiple representations, and determine solutions accurately. Reasoning and structure of responses are clearly communicated and justified.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) quantification;
- (ii) estimation and accuracy;
- (iii) equivalence with multiple notation;
- (iv) properties of numbers and number systems; and
- (v) modeling relationships and change.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing and analyzing data;
- (ii) evaluating validity;
- (iii) rules of probability and expected value;
- (iv) counting methods; and
- (v) curve fitting.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) conjectures and inductive reasoning;
- (ii) applications of geometric models;
- (iii) multiple geometric approaches;
- (iv) indirect measurement; and
- (v) methods of proof.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) representing functions;
- (ii) variables and parameters;
- (iii) solving systems of equations and inequalities;
- (iv) families of functions and transformations; and
- (v) analyzing and conjecturing with models.

AUTH: 20-2-114, MCA

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

NEW RULE X UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in

mathematics demonstrates solid academic performance. He/she gives responses that exhibit clear understanding of the problem or situation presented and is able to make connections within the mathematical and/or real world. The student can determine a process and sufficiently communicate correct problem solving strategies through relevant representations. Although there may be occasional errors, these do not interfere with appropriate strategies. Solutions are reasonable and well-

supported.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) quantification;
- (ii) estimation and accuracy;
- (iii) equivalence with multiple notation;
- (iv) properties of numbers and number systems; and
- (v) modeling relationships and change.

(b) The student demonstrates these abilities under content standard 2 in the areas of:

- (i) representing and analyzing data;
- (ii) evaluating validity;
- (iii) rules of probability and expected value;
- (iv) counting methods; and
- (v) curve fitting.

(c) The student demonstrates these abilities under content standard 3 in the areas of:

- (i) conjectures and inductive reasoning;
- (ii) applications of geometric models;
- (iii) multiple geometric approaches;
- (iv) indirect measurement; and
- (v) methods of proof.

(d) The student demonstrates these abilities under content standard 4 in the areas of:

- (i) representing functions;
- (ii) variables and parameters;
- (iii) solving systems of equations and inequalities;
- (iv) families of functions and transformations; and
- (v) analyzing and conjecturing with models.

AUTH: 20-2-114, MCA

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

NEW RULE XI UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) A graduating student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she gives responses that exhibit some understanding of the problem or situation presented and can make rudimentary connections between the mathematical and/or real world. The student struggles to communicate effectively and uses limited evidence of representations to show understanding. Although some basic reasoning skills are apparent, computational skills and problem solving strategies are insufficient. Frequent errors and lack of structure detract from mathematical knowledge and skills.

(a) The student demonstrates these abilities under content standard 1 in the areas of:

- (i) quantification;
- (ii) estimation and accuracy;

- (iii) equivalence with multiple notation;
- (iv) properties of numbers and number systems; and
- (v) modeling relationships and change.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing and analyzing data;
 - (ii) evaluating validity;
 - (iii) rules of probability and expected value;
 - (iv) counting methods; and
 - (v) curve fitting.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) conjectures and inductive reasoning;
 - (ii) applications of geometric models;
 - (iii) multiple geometric approaches;
 - (iv) indirect measurement; and
 - (v) methods of proof.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) representing functions;
 - (ii) variables and parameters;
 - (iii) solving systems of equations and inequalities;
 - (iv) families of functions and transformations; and
 - (v) analyzing and conjecturing with models.

AUTH: 20-2-114, MCA

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

NEW RULE XII UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A graduating student at the novice level in mathematics is

beginning to attain the prerequisite knowledge and skills that are fundamental. He/she gives responses that exhibit significant difficulty in understanding basic concepts, reasoning, implementing problem solving strategies, and making connections. Basic skills, representations, structure, and process development are severely lacking even though the student may attempt to solve problems. Substantial errors and lack of communication skills hinder the student's progress.

- (a) The student demonstrates these abilities under content standard 1 in the areas of:
 - (i) quantification;
 - (ii) estimation and accuracy;
 - (iii) equivalence with multiple notation;
 - (iv) properties of numbers and number systems; and
 - (v) modeling relationships and change.
- (b) The student demonstrates these abilities under content standard 2 in the areas of:
 - (i) representing and analyzing data;
 - (ii) evaluating validity;

- (iii) rules of probability and expected value;
- (iv) counting methods; and
- (v) curve fitting.
- (c) The student demonstrates these abilities under content standard 3 in the areas of:
 - (i) conjectures and inductive reasoning;
 - (ii) applications of geometric models;
 - (iii) multiple geometric approaches;
 - (iv) indirect measurement; and
 - (v) methods of proof.
- (d) The student demonstrates these abilities under content standard 4 in the areas of:
 - (i) representing functions;
 - (ii) variables and parameters;
 - (iii) solving systems of equations and inequalities;
 - (iv) families of functions and transformations; and
 - (v) analyzing and conjecturing with models.

AUTH: 20-2-114, MCA

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

5. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics content standard 1, a student, applying reasoning and must be able to demonstrate that he/she engages in the mathematical processes of problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates, and compute fluently within a variety of relevant cultural contexts and reasoning, estimation, communication, connections and applications, and uses appropriate technology.

AUTH: 20-2-114, MCA

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

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 4 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 4 is the ability to:

- (a) demonstrate relationships among whole numbers; identify place value up to 100,000, and compare numbers (e.g., greater than, less than, and equal to);
- (b) estimate sums, differences, products, and quotients when solving problems; add, subtract, multiply (three-digit by two-digit factors), and divide (two-digit dividends by one-digit divisors) to solve problems; and demonstrate fluency with basic facts;
- (c) develop multiplication and division concepts, apply number and operation models and strategies, and reason and justify using properties of operations;

(d) identify and model common fractions such as, tenths, fourths, thirds, and halves and decimals such as, money and place value to 0.001, and recognize and compare equivalent representations; and

(e) select and apply appropriate standard units and tools to measure length, time, and temperature within relevant scientific and cultural situations.

~~(a) solve problems from many contexts using a variety of strategies (e.g., estimate, make a table, look for a pattern, simplify the problem) and explain the methods for solving these problems;~~

~~(b) apply estimation strategies throughout the problem-solving process;~~

~~(c) communicate mathematical ideas in a variety of ways (e.g., written, verbal, concrete, pictorial, graphical, algebraic);~~

~~(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and~~

~~(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, and computer.~~

AUTH: 20-2-114, MCA

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

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 8 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 8 is the ability to:

(a) recognize, model, and compare different forms of integers and rational numbers including percents, fractions, decimals, and numbers using exponents and scientific notation;

(b) select and apply appropriate estimation strategies to judge the reasonableness of solutions to problems including those computed on a calculator; and demonstrate correct use of order of operations;

(c) use number theory concepts such as prime factorization, greatest common factor, and least common multiple in problem situations;

(d) compute fluently and solve multi-step problems using integers, fractions, decimals, and numbers in exponential form;

(e) use metric and standard units of measurement in relevant scientific and cultural situations, compare and convert within systems, and use appropriate technology; and

(f) understand and apply proportional relationships to model real world situations and to solve problems involving rates, ratios, proportions, percents, and direct variation.

~~(a) formulate and solve multi-step and nonroutine problems using a variety of strategies and generalize methods to new problem situations;~~

~~(b) select and apply appropriate estimation strategies throughout the problem-solving process;~~

~~(c) interpret and communicate mathematical ideas and logical arguments using correct mathematical terms and notations;~~

~~(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and~~

~~(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.~~

AUTH: 20-2-114, MCA

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

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for mathematics content standard 1 for a student upon graduation is the ability to:

(a) use multiple notations to perform and interpret the effects of operations on very large and very small numbers with and without technology;

(b) identify situations where estimation is appropriate and determine the degree of accuracy needed for a given problem situation (and the appropriate precision in which to report answers);

(c) given a representation of a number or expression, find equivalent representations using multiple notations (e.g., x to the $\frac{1}{2}$ vs. the square root of x and visual representation of multiplying binomials);

(d) analyze and apply the properties of numbers and number systems; and

(e) identify givens and unknowns in familiar and unfamiliar situations (e.g., finance, culture, and nature) and describe relationships between variables.

~~(a) recognize and formulate problems from situations within and outside mathematics and apply solution strategies to those problems;~~

~~(b) select, apply, and evaluate appropriate estimation strategies throughout the problem-solving process;~~

~~(c) formulate definitions, make and justify inferences, express generalizations, and communicate mathematical ideas and relationships;~~

~~(d) apply and translate among different representations of the same problem situation or of the same mathematical concept;~~

~~(e) model connections between problem situations that arise in disciplines other than mathematics; and~~

~~(f) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.~~

AUTH: 20-2-114, MCA

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

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content standard 2, a student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability statistics, and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts. ~~must be able to demonstrate that he/she has an understanding of and an ability to use numbers and operations.~~

AUTH: 20-2-114, MCA

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

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 4 is the ability to:

(a) collect, represent, and organize data in tables, dot plots, bar graphs, pictographs, and stem and leaf plots using technology when appropriate;

(b) solve problems and make decisions using data descriptors such as minimum, maximum, median, and mode within scientific and cultural contexts when relevant; and

(c) describe events from multicultural contexts as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible.

~~(a) exhibit connections between the concrete and symbolic representation of a problem or concept;~~

~~(b) use the number system by counting, grouping, and applying place value concepts;~~

~~(c) model, explain, and use basic facts, the operations of addition and subtraction of whole numbers, and mental mathematics;~~

~~(d) model and explain multiplication and division of whole numbers; and~~

~~(e) model and explain part/whole relationships in everyday situations.~~

AUTH: 20-2-114, MCA

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

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 8 is the ability to:

(a) collect data from a variety of contexts (e.g., science, history, and culture); and organize and represent data in box plots, scatter plots, histograms, and circle graphs using technology when appropriate;

(b) interpret, analyze, and evaluate data using mean, median, range, and quartiles to identify trends and make decisions and predictions about data within scientific and cultural contexts when relevant; and

(c) create sample spaces and simulations from events found in different cultures, determine experimental and theoretical probabilities, and use probability to make predictions.

~~(a) use the four basic operations with whole numbers, fractions, decimals, and integers;~~

~~(b) use mental mathematics and number sense in using order of operations and order relations for whole numbers, fractions, decimals, and integers;~~

~~(c) use the relationships and applications of ratio, proportion, percent, and scientific notation; and~~

~~(d) develop and apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations.~~

AUTH: 20-2-114, MCA

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

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for mathematics content standard 2 for a student upon graduation is the ability to:

(a) select, create, and compare graphical or numerical representations of data sets using technology when appropriate and reason about distributions using measures of central tendency and spread (e.g., percentiles, quartiles, inter-quartile range, and standard deviation);

(b) evaluate the validity of reports based on collected and/or published data by considering the source of the data, the design of the study, and the way data are displayed, analyzed, and interpreted;

(c) make, evaluate, and justify decisions based on probabilities in multicultural problem situations (e.g., finding expected value and using rules of probability);

(d) use technology as needed to determine the possible number of outcomes for an event or compound event using the fundamental counting principle, permutations, combinations, and other systematic counting methods; and

(e) model two-variable data using curve fitting with and without technology and write an equation for a given model and decide when or if predictions based on this equation are valid.

~~(a) use and understand the real number system, its operations, notations, and the various subsystems; and~~

~~(b) use definitions and basic operations of the complex number system.~~

AUTH: 20-2-114, MCA

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

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content standard 3, a student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts. ~~must be able to demonstrate that he/she uses algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.~~

AUTH: 20-2-114, MCA

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

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 4 is the ability to:

(a) describe, compare, and analyze attributes of two-dimensional shapes;

(b) describe attributes of three-dimensional shapes such as cubes and other rectangular prisms, pyramids, cylinders, cones, and spheres;

(c) use spatial reasoning to identify slides and flips of congruent figures within cultural and artistic contexts;

(d) estimate and measure linear attributes of objects in metric units such as centimeters and meters and customary units such as inch, foot, and yard; and

(e) define and determine area and perimeter of common polygons using concrete tools such as grid paper, objects, or technology and justify the strategy used.

~~(a) use symbols (e.g., boxes or letters) to represent numbers in simple situations;~~

~~(b) explore the use of variables and open sentences to express relationships (e.g., missing addend); and~~

~~(c) use inverse operations and other strategies to solve number sentences.~~

AUTH: 20-2-114, MCA

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

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 8 is the ability to:

(a) define, classify, and compare properties of solids and plane figures, including lines and angles;

(b) use spatial reasoning to determine congruence, similarity, and symmetry of objects in mathematics, art, science, and culture;

(c) define, identify, and execute transformations including translations, rotations, reflections, and dilations with appropriate technology;

(d) measure and compute angles, perimeter, area, surface area, and volume including the use of formulas and choosing appropriate units; and

(e) develop informal arguments to verify geometric relationships and solve problems such as an informal justification of the Pythagorean Theorem in a variety of contexts.

~~(a) understand the concepts of variable, expression, and equation;~~

~~(b) represent situations and number patterns using tables, graphs, verbal rules, equations, and models;~~

~~(c) recognize and use the general properties of operations (e.g., the distributive property);~~

~~(d) solve linear equations using concrete, numerical, and algebraic methods; and~~

~~(e) investigate inequalities and nonlinear relationships informally.~~

AUTH: 20-2-114, MCA

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

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for mathematics content standard 3 for a student upon graduation is the ability to:

(a) formulate and evaluate conjectures about geometric objects and their properties, with and without technology, applying inductive reasoning when appropriate;

(b) use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture;

(c) identify, analyze, and use transformational, coordinate, and synthetic

geometric approaches to solve problems;

(d) determine measures of two- and three-dimensional objects and their elements using trigonometric ratios, proportionality, the Pythagorean Theorem, and angle relationships; and

(e) establish the validity of geometric conjectures, using deductive reasoning, indirect proof, and counterexamples, and critique arguments made by others.

~~(a) use algebra to represent patterns of change;~~

~~(b) use basic operations with algebraic expressions;~~

~~(c) solve algebraic equations and inequalities: linear, quadratic, exponential, logarithmic, and power;~~

~~(d) solve systems of algebraic equations and inequalities, including use of matrices; and~~

~~(e) use algebraic models to solve mathematical and real-world problems.~~

AUTH: 20-2-114, MCA

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

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics content standard 4, a student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables and will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts. must be able to demonstrate that he/she has an understanding of shape and an ability to use geometry.

AUTH: 20-2-114, MCA

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

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 4 is the ability to:

(a) describe, extend, and make generalizations about geometric or numeric patterns;

(b) use letters, boxes, or symbols to represent numbers in simple expressions or equations to demonstrate a basic understanding of variables;

(c) use number patterns to investigate properties of numbers such as even or odd and properties of operations such as commutative, associative, distributive, and the multiplicative and additive identities;

(d) develop an understanding of equivalence by expressing numbers, measures, and numerical expressions involving operations in a variety of ways; and

(e) model problem situations with manipulatives or technology and use multiple representations such as words, pictures, tables, or graphs to draw conclusions using cultural contexts when relevant.

~~(a) describe, model, and classify two and three-dimensional shapes;~~

~~(b) investigate and predict results of combining, subdividing, and changing shapes; and~~

~~(c) identify lines of symmetry, congruent and similar shapes, and positional~~

relationships.

AUTH: 20-2-114, MCA

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

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 8 is the ability to:

(a) create and use tables, graphs or diagrams, symbolic expressions, and verbal descriptions to represent, analyze, and generalize a variety of patterns involving numbers and operations;

(b) identify linear and non-linear functional relationships and contract their properties using tables, graphs, or equations with appropriate technology;

(c) use number properties and inverse operations to solve multi-step equations and inequalities involving a single variable;

(d) recognize, simplify, and generate equivalent forms of algebraic expressions, justifying each step with properties of operations; and

(e) identify and compute rate of change/slope and intercepts from equations, graphs, and tables; model and solve contextual problems involving linear proportions or direct variation using cultural contexts when relevant.

~~(a) identify, describe, construct, and compare plane and solid geometric figures;~~

~~(b) understand and apply geometric properties and relationships (e.g., the Pythagorean theorem);~~

~~(c) represent geometric figures on a coordinate grid;~~

~~(d) explore properties and transformations of geometric figures; and~~

~~(e) use geometry as a means of describing the physical world.~~

AUTH: 20-2-114, MCA

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

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for mathematics content standard 4 for a student upon graduation is the ability to:

(a) represent functions in a variety of ways including tables, graphs or diagrams, verbal descriptions, and symbolic expressions in recursive and explicit form and justify the choice of an appropriate form for solving a given problem;

(b) determine the appropriate symbolic representation of a given contextual situation (e.g., variables and parameters in equations, inequalities, functions, and matrices);

(c) solve a variety of equations, inequalities and systems of equations and inequalities, justify the solution process, and interpret the solution in context;

(d) analyze the effects of transformations on families of functions and recognize their characteristics and represent and use functions in equivalent forms to identify and perform transformations; and

(e) given data or a problem situation, select and use an appropriate function model to analyze results or make a prediction with and without technology using

cultural contexts when relevant.

- ~~(a) construct, interpret, and draw three-dimensional objects;~~
- ~~(b) classify figures in terms of congruence and similarity and apply these relationships;~~
- ~~(c) translate between synthetic and coordinate representations;~~
- ~~(d) deduce properties of figures using transformations, coordinates, and vectors in problem solving; and~~
- ~~(e) apply trigonometric ratios (sine, cosine, and tangent) to problem situations involving triangles.~~

AUTH: 20-2-114, MCA

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

6. The board proposes to repeal the following rules:

10.54.4050 MATHEMATICS CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4060 MATHEMATICS CONTENT STANDARD 6 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4070 MATHEMATICS CONTENT STANDARD 7 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@mt.gov and must be received no later than 5:00 p.m., June 25, 2009.

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

9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

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

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

/s/ Steve Meloy
Steve Meloy
Rule Reviewer

/s/ Patty Myers
Patty Myers, Chairperson
Board of Public Education

Certified to the Secretary of State May 18, 2009.

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Approval Procedures and Follow-Up – Recommendation for Approval of Provisional Accreditation of the Professional Education Unit of the College of Education, Health and Human Development at Montana State University
- PRESENTER:** Linda Vrooman Peterson, Administrator
Office of Public Instruction (OPI)
Dr. Joanne Erickson, Interim Department Head
College of Education, Health and Human Resources
Montana State University (MSU)
- OVERVIEW:** At the March 2009 Board of Public Education (BPE) meeting, Dr. Lynette Zuroff, On-Site State Verification Review Team Chairperson, presented the exit report and team recommendation of provisional accreditation of the Professional Education Unit at MSU. Dr. Larry Baker, Dean of the College of Education, Health and Human Development, provided to the BPE the MSU Rejoinder to the exit report.
- In May 2009 the OPI presented to the BPE, the On-Site State Verification Review Team's Response to the MSU Rejoinder. The State Team reconfirmed the recommendation of provisional accreditation. The BPE accepted for consideration and review the Response to the MSU Rejoinder and recommendation for provisional accreditation.
- This presentation requests the BPE approve the recommendation of provisional accreditation of the Unit of the College of Education, Health and Human Development. Dr. Joanne Erickson, Interim Department Head at MSU, will report to the BPE as to the Unit's progress toward meeting the standards "Met with Weakness" and "Not Met." If the report to the BPE indicates the Unit is making progress, the team chairperson and appropriate team members will conduct a focused site visit of the Unit within six months of the final action.
- REQUESTED DECISION(S):** The state superintendent recommends approval of the exit report as presented.
- The state superintendent recommends approval of provisional accreditation of Professional Education Unit of the College of Education, Health and Human Development at Montana State University.
- The state superintendent recommends the OPI conduct a follow-up on-site focused visit within six months.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action
- BPE PRESENTATION**



June 23, 2009

Hello Dr. Peterson:

Thank you for your helpful assistance regarding our State accreditation process. To reiterate our telephone conversation, I would like to assure you and the Board of Public Education that it is the intent of the Professional Education Unit at Montana State University to address all deficiencies identified in the exit report from the October 2008 On-Site Review. We have made progress on key areas that were identified as "Not Met" and have begun clarifying practice and procedures in areas noted as "Met with Weakness". I am prepared to attend the July meeting of the Board of Public Education to update them on our progress and to clarify our work plan toward meeting the State standards. Please assure the Board that this work will be a priority for our faculty.

I appreciate greatly your offers of assistance and look forward to working with you. You have provided clear and detailed guidance for our Professional Education Unit that should make our progress toward full accreditation much easier.

Respectfully submitted,

Joanne Erickson

Dr. Joanne Erickson

Department Head, Department of Education

**Montana State University – Bozeman Professional Education Unit
State Review Exit Report
October 5-8, 2008**

Dr. Lynette Zuroff, Chairperson

From October 5 to 8, 2008, a thirteen-person team immersed itself in the review of MSU-Bozeman's Professional Education Unit's Institutional Report. The purpose of the On-Site Team's visit was to verify the Institutional Report. Team members read documents, watched videos, toured the campus, and interviewed staff, faculty, administrators, and current and graduated students. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 2 – Organization and Administration of Teacher Education

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.210	Conceptual Framework	MET w/Weakness	1

Sub-Chapter 3 – Curriculum Principles and Standards: Basic Program

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.304	Candidate Knowledge, Skills, and Dispositions	MET w/Notation	3
10.58.305	Assessment System and Unit Evaluation	NOT MET	4
10.58.306	Field Experiences and Clinical Practices	MET w/Weakness	6
10.58.307	Diversity	MET	8
10.58.308	Faculty Qualifications, Performance, and Development	MET	10
10.58.309	Unit Governance and Resources	MET w/Weakness	12

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET w/Notation	13
10.58.502	Agricultural Education	MET	14
10.58.503	Art K-12	MET	15
10.58.508	Elementary	MET	16
10.58.509	English/Language Arts	MET	17
10.58.511	World Languages	MET	18
10.58.513	Health	MET	20
10.58.514	Family and Consumer Sciences	MET	21
10.58.515	Industrial/Technology Education	MET	22
10.58.517	Library Media K-12	MET	23
10.58.518	Mathematics	MET	24
10.58.519	Music K-12	MET	25
10.58.520	Physical Education	MET	26
10.58.521	Reading Specialists K-12	MET	27
10.58.522	Science	MET	28
10.58.523	Social Studies	MET	29
10.58.527	Areas of Permissive Special Competency – Early Childhood	NOT MET	30

Sub-Chapter 5 – Teaching Areas: Specific Standards Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.512	School Counseling K-12	MET	19
10.58.517	Library Media K-12 – Online Program	MET	23
10.58.522	Science	MET	28

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	Program Planning and Development	MET	31
10.58.602	Teaching Areas: Advanced Programs	MET	33
10.58.603	Assessment of Advanced Programs	MET	34

Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	MET	36

The team recommends provisional approval of the Standards listed above that are marked with "Met with weakness" and "Not Met." Provisional approval requires action by the Professional Education Unit at MSU-Bozeman. The Dean of Education shall meet with the Board of Public Education in May 2009, to describe the plan and progress on meeting the standards that are marked with "Met with weakness" and "Not Met." If the report to the BPE indicates that the Professional Education Unit is making progress toward meeting the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU - Bozeman in October 2009. The purpose of the focused site visit will be to verify that the standards are met. The team chairperson will recommend to the BPE either full approval or non-approval of the following standards:

- 10.58.210 Conceptual Framework (Currently Met with weakness)
- 10.58.305 Assessment System and Unit Evaluation (Currently Not Met)
- 10.58.306 Field Experiences and Clinical Practices (Currently Met with weakness)
- 10.58.309 Unit Governance and Resources (Currently Met with weakness)
- 10.58.501 General Requirements (1) (j) & (l) (Currently met with weakness)
- 10.58.527 Areas of Permissive Special Competency – Early Childhood (Currently Not Met)

Commendations:

The review team was impressed with the implementation of dispositions across all program levels.

The unit reacted positively to the needs of K-12 schools by designing programs that reach underserved populations and that extend opportunities for access to advanced programs.

The high incidence of hiring of MSU - Bozeman teacher candidates by the Bozeman Public Schools reflects the quality of the program.

The support and professional staff serve the unit well.

Faculty and staff know individual candidates and are invested in their professional success.

EDLD graduates interviewed agreed unanimously that the program prepared them both theoretically and programmatically for their jobs.

The high quality of the EDLD program is reflected in the fact that its graduates hold local, state and national P-12 leadership positions.

Recommendations:

Establish, implement and maintain a systemic ongoing process of continual reflective analysis of programs and their efficacy within the unit.

Data appear to be collected systematically at the undergraduate level. These data need to be regularly and systematically compiled, summarized, shared and analyzed by the unit and then used to evaluate and improve the efficacy of courses, programs and clinical experiences.

Disseminate and incorporate the conceptual framework across all programs within the unit.

In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and all other assessments should be explicitly tied to or grouped under the five major program themes articulated in the conceptual framework.

Members of the team worked diligently to verify the report. Technological problems made it difficult and occasionally impossible for some team members to access the documents needed to verify the report. Because evidence was not confined to one location, several team members had to search for needed documents. Two student teachers, both pursuing the same major, and one student who had graduated were made available for interview purposes on the first full-day of the on-site visit. Because this number was very limited, we questioned whether the interview results were representative of the majority of the MSU-Bozeman teacher education students.

Despite the problems the team encountered regarding some supporting evidence, the team members enjoyed the comfortable work and lodging environments. From the first evening, when the team members were introduced to MSU-Bozeman's Professional Education Unit through a poster session, to the conclusion of our visit, staff, faculty, and students welcomed the team and complied with its requests.

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Update on Brockton Public Schools' Plan to Correct Ongoing Employment of Non-licensed Teacher Based on the On-site Review of the Plan in Early July with the New Brockton Superintendent
- PRESENTER:** Dale Kimmet
Accreditation Specialist
Al McMilin
Accreditation Unit Manager

Office of Public Instruction
- OVERVIEW:** The state superintendent has directed Dale Kimmet and Al McMilin to meet with the new Brockton Public School's Superintendent and the Board of Trustees prior to the July Board of Public Education meeting (BPE). The new superintendent and board will receive all the information and documents to date concerning the non-licensure issue and how the accreditation status of Brockton Public Schools is being affected. A report and process will be presented to the Board of Public Education during this agenda item.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations
- OUTSTANDING ISSUE(S):** None
- RECOMMENDATION(S):** Action



Board of Public Education

May 18, 2009

COPY

BOARD MEMBERS

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Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
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Bernie Olson
Lakeside

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Tim Seery, Student Rep.
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EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Brockton School District Board of Trustees
P.O. Box 198
Brockton, MT 59213

Dear Board of Trustees:

At the Montana Board of Public Education meeting held in Great Falls, MT on May 7-8, 2009 the Board made the following motion based upon the State Superintendent's recommendation:

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent Denise Juneau's recommendation to initiate the process that can lead to the denial of future accreditation, or the removal of the current accreditation for the schools of the Brockton Public School District – Barbara Gilligan School, Barbara Gilligan 7-8, and Brockton High School. Ms. Angela McLean seconded. Motion passed unanimously.

The rationale behind this motion stems from the following reasons:

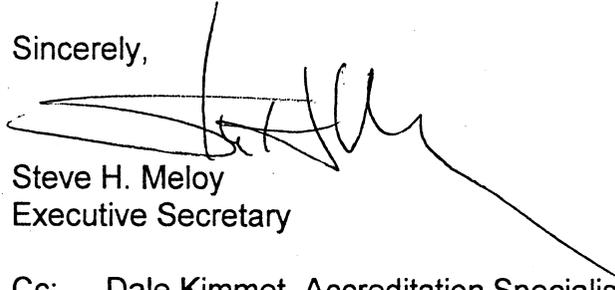
- This step is taken given the district's refusal to cease using a non-licensed teacher to provide music instruction as part of the elementary, 7-8 and high school academic programs.
- The Accreditation Division of the Office of Public Instruction has worked with the Brockton School District for over a year to try and resolve this matter but the district has been unwilling to accept the solutions provided.
- The district representatives appearing before the Board on May 7, 2009 refused to agree to stop using the non-licensed teacher and consider the option provided. This situation constitutes a serious deviation from the accreditation standards and is a failure on the part of the district to comply with state law MCA 20-4-202.

Mr. Dale Kimmet, Accreditation Specialist at the Office of Public Instruction will be in contact with Mr. Rick Lindblad, the new Brockton Public Schools Superintendent, and the

new chair to the Brockton Board of Trustees to review a timeline and the process for initiating a procedure to implement a plan to correct the ongoing employment of a non-licensed teacher. This timeline and plan will be presented before the Board of Public Education at its July 16-17, 2009 meeting in Helena, MT.

If you have any questions in this regard, please feel free 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: Dale Kimmet, Accreditation Specialist, OPI
Richard Whitesell, Superintendent, Brockton Public
Schools

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** 2008-2009 Accreditation Status Recommendations - Addendum 2
- PRESENTER:** Dale Kimmet
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for consideration an addendum to the 2008-2009 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. The report is attached.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

2008-2009 Accreditation Status Summary - Addendum #2 - July 2009

	All Schools	Elementary Schools	Middle Grade Schools	
Public				
Regular	522	320	126	76
Reg w/Dev	142	59	33	50
Advice	52	22	22	8
Deficiency	107	40	33	34
Total	823	441	214	
State Funded				
Regular	3	2	0	1
Reg w/Dev	2	1	0	1
Advice	0	0	0	0
Deficiency	1	0	0	1
Total	6	3	0	
Private				
Regular	6	0	0	6
Reg w/Dev	3	0	0	3
Advice	0	0	0	0
Deficiency	5	1	1	3
Total	14	1	1	
Grand Totals	843	445	215	

EXECUTIVE SUMMARY

DATE: JULY 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 state superintendent's recommendations.
- OUTLYING ISSUE(S):** A spreadsheet of the current approved variances is included. This report was requested as an ongoing report. The yellow band represents the alternative to the standards to be approved at this meeting. The green band represents the alternative to the standards that expire at the end of June.
- RECOMMENDATION(S):** Action



OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau
Superintendent

MEMORANDUM

To: Denise Juneau, State Superintendent
From: Dale Kimmet, Accreditation Specialist
CC: Linda Peterson, Division Administrator
Al McMilin, Unit Manager
Date: June 19, 2009
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 present one of the four library media content and performance standards 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 instruct on the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

II. The following 22 renewal alternative standard requests representing 15 districts and 15 schools have been received and evaluated in accordance with 10.55.604, ARM.

Carbon County

Luther Elementary

Luther School

K-8

Current Enrollment: 14

Staffing: 4 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program.
2. The school also has a library on site that is adequately funded and well maintained. The school is a member of the ACE Learning Consortium and receives professional development in library/media skills.
3. Students visit the Red Lodge Carnegie Library four times per year and the librarian comes to the school two times per month.
4. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by the teachers as well as by the Red Lodge librarian.
5. Teachers use various assessments and observations to measure student learning in the library skills and information literacy areas.
6. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program
2. The district participates in the ACE Learning Consortium and is a member of the Carbon County/West Yellowstone Special Services Cooperative.
3. Intervention services are provided by the Carbon County/West Yellowstone Special Services Cooperative out of Red Lodge.
4. Luther Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
5. Appropriate assessments are used to evaluate the program.
6. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Stillwater County

Absarokee Elementary

Absarokee 7-8

7-8

Current Enrollment: 42

Standard: 10.55.902.4.b – Basic Education Program Middle Grades

1. The district requires that each 7th and 8th grade student take German for a semester during their Junior High years. These students are also required to take a semester of Art during their Junior High years.
2. It is the philosophy of the district that by mandating the Junior High students take the specified elective courses that they expose all the Junior High students to these courses. The district believes that it is important to expose all students to these courses because they may not take any of these types of courses during their high school years.
3. A student who transfers into Absarokee 7-8 School during the year when visual arts and/or world languages is not offered would not be able to elect to take those offerings. All students must have the ability to elect to take visual arts and/or world language courses during both their 7th and 8th grade years.

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

Teton County

Golden Ridge Elementary

Golden Ridge School

K-8

Current Enrollment: 47

Staffing: 5 teachers

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Big Sky Special Needs Cooperative out of Choteau.
3. The teachers use various curriculum programs and provide a well-developed counseling curriculum. The program allows the students to work cooperatively in groups.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Pendroy Elementary

Pendroy School

K-8

Current Enrollment: 34

Staffing: 2 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Teton County Library four times per year in Choteau.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the county librarian.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teacher uses her own assessments and observations to measure student learning in the library skills and information literacy areas.
5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Big Sky Special Needs Cooperative out of Choteau.
3. The teachers use various curriculum programs and provide a well-developed counseling curriculum. The program allows the students to work cooperatively in groups.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Bynum Elementary

Bynum School

K-8

Current Enrollment: 33

Staffing: 3.5 teachers

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Big Sky Special Needs Cooperative out of Choteau.
3. The teachers use various curriculum programs and provide a well-developed counseling curriculum. The program allows the students to work cooperatively in groups.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Lake County

Valley View Elementary

Valley View School K-8 Current Enrollment: 20

Staffing: 2 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Polson Community Library at least two times per year. The sixth graders also visit the Polson Middle School library one time per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community librarian.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.
5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Lincoln County

Trego Elementary

Trego School K-8 Current Enrollment: 35

Staffing: 5 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Eureka, Whitefish, and/or Libby libraries at least two times per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community librarians.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.

5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Northwest Educational Cooperative out of Kalispell.
3. Trego provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Flathead County

Whitefish Elementary

LA Muldown School K-4 Current Enrollment: 604

Staffing: 1.2 FTE Librarians, 1.0 Paraprofessional Aide, 1.0 Technology person
Required Staffing: 1.5 FTE Librarians

1. Whitefish Schools provided a mission statement for this alternative but it was vague, limited and did not reflect 10.55.1801 the Library Media Program Delivery Standards.
2. The description of the alternative standard detailed keyboarding instruction being taught by the library staff. This does not meet library program standards and decreases the overall access to the professional duties of the librarian.
3. The specific, measurable objective does not reflect the library media benchmarks or the essential learning expectations.

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

Beaverhead County

Wise River Elementary

Wise River School K-8 Current Enrollment: 17

Staffing: 2 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Dillon city and U of M Western libraries at least two times per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community librarians.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.
5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the 4 Rivers Cooperative out of Dillon.
3. Wise River provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Wheatland County

Shawmut Elementary

Shawmut School

K-8

Current Enrollment: 5

Staffing: 1 teacher

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Harlowton Public Library at least four times per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community librarians.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.

5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Central Montana Learning Cooperative out of Lewistown.
3. Shawmut provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Meagher County

Lenep Elementary

Lenep School K-8 Current Enrollment: 4

Staffing: 1 teacher

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Central Montana Learning Cooperative out of Lewistown.
3. Lenep provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent could not be present during the visit but during a phone conversation she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Jefferson County

Cardwell Elementary

Cardwell School K-8 Current Enrollment: 49

Staffing: 5 teachers

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Whitehall Crisis Management team.
3. Cardwell provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Basin Elementary

Basin School K-8 Current Enrollment: 22

Staffing: 2 teachers

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Prickly Pear Cooperative out of East Helena.
3. Basin provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and he reported that he had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Park County

Springdale Elementary

Springdale School K-8 Current Enrollment: 8

Staffing: 1 teacher

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.

2. Students visit the Park County Public Library every three weeks. A lesson is presented and the children have an opportunity to review and check out books.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community librarians.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.
5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Park County Cooperative out of Livingston.
3. Springdale provides a well-developed counseling curriculum. Susan Metcalf, Sweet Grass County Superintendent is contracted to present counseling lessons to the children on a weekly basis. A listing of the materials used in the program was provided.
4. The children have the opportunity to make an annual field trip to the Career Center in Billings.
5. Appropriate assessments are used to evaluate the program.
6. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Silver Bow County

Melrose Elementary

Melrose School K-8 Current Enrollment: 16

Staffing: 2 teachers

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Dillon Public Library and the U of M-Western Library at least two times per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by teachers on site as well as by the community/college librarians.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition the teachers use their own assessments and observations to measure student learning in the library skills and information literacy areas.

5. Staff and board have received no complaints about the library program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Standard: 10.55.710- Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Great Divide Educational Services out of Deer Lodge. Dan Haffey through the Silver Bow Health Department is also available for crisis counseling.
3. Melrose provides a well-developed counseling curriculum. A listing of the materials used in the program was provided.
4. Appropriate assessments are used to evaluate the program.
5. Staff and board have received no complaints about the counseling program. The county superintendent was present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

III. The following 5 initial alternative standard requests representing 5 districts and 5 schools have been received and evaluated in accordance with 10.55.604, ARM.

Lincoln County

Fortine Elementary

Fortine School K-8 Current Enrollment: 57

Staffing: 4.5 teachers

Standard: 10.55.709 – Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used. Students will visit the Eureka Public Schools/Lincoln County Library at least two times per year.

**The proposal meets or exceeds current standard.
Recommend approval of the alternative standard request.**

Madison County

Alder Elementary

Alder School

K-8

Current Enrollment: 22

Staffing: 1.9 teachers

Standard: 10.55.710 – Counseling Services

The district will be using the Montana Small Schools Alliance model for the component of the alternative standard having to do with the school counseling program standards. The necessary letter of agreement with MSSA was provided. This model provides for measurable objectives and corresponding formative assessment. The district will provide "crisis counseling" through a licensed counselor. A counselor will be retained each year through a "Memorandum of Agreement" to provide crisis counseling services on an as needed basis through the Great Divide Educational Services. The district also has provided the necessary mission statement, description of the alternative and summative measure to be used.

**The proposal meets or exceeds current standard.
Recommend approval of the alternative standard request.**

Missoula County

Target Range Elementary

Target Range 7-8 School

7-8

Current Enrollment: 121

Staffing: 1.0 FTE librarian for both K-6 (354 students) and 7-8 (121 students), no paid paraprofessional, no technology coordinator

Standard: 10.55.709 – Library Media Services

1. The Target Range School mission statement for this alternative: "Target Range School will continue to provide adequate library/media center services to all children."
2. The description of the alternative standard and how it meets or exceeds the Program Area Standards and/or Content Performance Standards is inadequate.
 - a. "Target Range School District would be in compliance since total K-8 enrollment is under 500 students."
 - b. "Also, because most of the actual usage of Library/Media services for grades 7-8 is supervised by specific 7-8 classroom teachers, a burden is not created for the current Library/Media person."
 - c. "The Target Range District is exploring ways for funding additional FTE Library personnel in the future, however current budget limitations makes the funding of such personnel very difficult at this time."
3. No additional staffing (e.g., paraprofessional aide or technology coordinator)
4. No indication that the curriculum is aligned with content and performance standards

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

Ravalli County

Hamilton High School

Hamilton High School 9-12 Current Enrollment: 563

Staffing: 1.0 FTE Librarian, 1.0 Paraprofessional Aide, 1.0 Technology Coordinator
Required Staffing: 1.5 FTE Librarian

Standard: 10.55.709 – Library Media Services

1. Hamilton High School submitted an appropriate mission statement for this proposed alternative.
2. The district employs a full-time paraprofessional aide who helps in staffing the library throughout the day to allow for scheduling flexibility.
3. The library is a beautiful facility that is well arranged and maintained, has the latest technology, and is very appealing and inviting.
4. There are two computer labs in immediate proximity to the library and there are a number of laptop computers readily available to students and staff in the library.
5. The current data that has been collected indicates that the students and staff are very supportive of the library.
6. The visitation brought to light a critical concern. There appeared to be no indication that the library curriculum is aligned with the library content and performance standards. The additional .5 FTE would be extremely helpful in alleviating this concern.

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

Valley County

Glasgow Elementary

Glasgow 7-8 School 7-8 Current Enrollment: 112

Staffing: 1 Librarian, 1 full-time aide, 1 full-time technology coordinator for grades 7-12
Required Staffing: fraction FTE for Glasgow 7-8 School

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. The district is operating a 7-12 library in one location.
4. The school has a well-maintained library and is accessible, with the help of a 1.0 FTE library aide, throughout the school day. Students are also able to access the library both after school and before 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 fashion throughout the library.
5. 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.
 6. Both students and faculty are very comfortable in making use of the library.
 7. 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.
 8. The library enjoys full support from the school board both in budget and in policy.
 9. Enrollment projections show a continued decrease in the number of students enrolled in the Glasgow 7-8 School.

**The proposal meets or exceeds current standard.
Recommend approval of the alternative standard request.**

2009-10 Current Approved Alternative to the Standards Board of Public Education July 2009 Meeting



Legend: White Band – Current Approved Alternative
Yellow Band – Alternatives to be acted on at this meeting
Green Band – Alternatives to be acted on at a future meeting

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Current Approved Variances - July 2009 (Revised 6/18/09)

Beaverhead	Grant School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	10	5	10
Beaverhead	Grant School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	10	5	8
Beaverhead	Wise River School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	18	5	17
Beaverhead	Wise River School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	18	5	17
Beaverhead	Wisdom School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Wisdom School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Polaris School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	12
Beaverhead	Polaris School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	10
Beaverhead	Jackson School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Jackson School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Reichle School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	14	5	8
Beaverhead	Reichle School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	14	5	8
Big Horn	Spring Creek School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	8	5	10
Big Horn	Spring Creek School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	8	5	12
Blaine	Zurich School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	42	5	14
Blaine	Zurich School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	42	5	16
Carbon	Luther School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	39	5	19
Carbon	Luther School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	39	5	19
Carter	Hammond School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	5	5	9
Carter	Hammond School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	5	5	10
Carter	Hawks Home	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	3	2	2
Carter	Hawks Home	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-11	3	2	2
Cascade	Cascade 7-8	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	61	5	10
Cascade	Deep Creek School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	7
Cascade	Deep Creek School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	7
Custer	Kircher School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	44	5	20
Custer	Kircher School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	44	5	18
Custer	Riverview School	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	2	5	14
Custer	Riverview School	10.55.710.4	Guidance Staff Requirement	01-Jul-09	30-Jun-14	2	5	12



Current Approved Variances - July 2009 (Revised 6/18/09)

Custer	Spring Creek School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	2	5	15
Custer	Spring Creek School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	2	5	13
Custer	Knowlton School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	3	5	20
Custer	Knowlton School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	3	5	18
Custer	Kinsey School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	70	5	20
Custer	Kinsey School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	70	5	18
Custer	S H School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	4	5	20
Custer	S H School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	4	5	18
Custer	S Y School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	4	5	5
Custer	S Y School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	4	5	5
Fergus	Deerfield School	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	8	5	14
Fergus	Deerfield School	10.55.710.4	Guidance Staff Requirement	01-Jul-09	30-Jun-14	8	5	14
Fergus	King Colony School	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	8	5	12
Fergus	King Colony School	10.55.710.4	Guidance Staff Requirement	01-Jul-09	30-Jun-14	8	5	14
Fergus	Spring Creek Colony Sch	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	8	5	12
Fergus	Spring Creek Colony Sch	10.55.710.4	Guidance Staff Requirement	01-Jul-09	30-Jun-14	8	5	14
Fergus	Ayers School	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	13	5	12
Fergus	Ayers School	10.55.710.4	Guidance Staff Requirement	01-Jul-09	30-Jun-14	13	5	14
Flathead	Bigfork 7-8	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	117	2	14
Flathead	Creston School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	74	5	8
Flathead	L A Muldown School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	613	5	5
Gallatin	Morning Star School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	550	5	16
Gallatin	Hawthorne School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	296	5	16
Gallatin	Irving School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	346	5	16
Gallatin	Longfellow School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	316	5	16
Gallatin	Whittier School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	332	5	16
Gallatin	Chief Joseph Middle Sch	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	553	5	5
Gallatin	Emily Dickinson School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	516	5	16
Gallatin	Sacajawea Middle School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	591	5	5
Garfield	Big Dry School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	5	5	7
Garfield	Big Dry School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	5	5	7
Garfield	Pine Grove School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	5	5	7
Garfield	Pine Grove School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	5	5	7
Garfield	Kester School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	5	5	21
Garfield	Kester School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	5	5	19



Current Approved Variances - July 2009 (Revised 6/18/09)

Garfield	Cohagen School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	6	5	20
Garfield	Cohagen School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	6	5	20
Garfield	Sand Springs School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	2	5	21
Garfield	Sand Springs School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	2	5	21
Glacier	Glacier Elementary School	10.55.709.3	Library Media Staff Requirement	01-Jul-09	30-Jun-14	31	5	16
Glacier	Hidden Lake Elementary	10.55.709	Library Media Staff Requirement	01-Jul-09	14-Jan-14	5	5	16
Glacier	East Glacier Park School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	35	5	13
Hill	Cottonwood School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	15	5	11
Hill	Cottonwood School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	15	5	11
Jefferson	Basin School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	17	5	14
Jefferson	Cardwell School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	50	5	19
Lake	Salmon Prairie School	10.55.709	Library Media Staff Requirement	01-Jul-07	30-Jun-12	3	5	11
Lake	Salmon Prairie School	10.55.710	Guidance Staff Requirement	01-Jul-07	30-Jun-12	3	5	11
Lake	Valley View	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	39	5	18
Lake	Valley View	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	39	5	18
Lewis & Clark	Jefferson School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	281	5	17
Lewis & Clark	Central School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	273	5	17
Lewis & Clark	Broadwater School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	268	5	17
Lewis & Clark	Hawthorne School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	247	5	17
Lewis & Clark	Bryant School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	259	5	17
Lewis & Clark	Kessler Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	215	5	17
Lewis & Clark	Warren School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	254	5	17
Lewis & Clark	Jim Darcy School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	263	5	17
Lewis & Clark	Smith School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	292	5	17
Lewis & Clark	Rossiter School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	438	5	17
Lewis & Clark	Four Georgians School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	510	5	17
Lewis & Clark	Helena Middle School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	703	5	5
Lewis & Clark	C R Anderson Middle Schl	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	1057	5	5
Lewis & Clark	Kessler Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	215	5	12
Lincoln	Fortine School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	56	5	7
Lincoln	Fortine School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	57	2	2
Lincoln	McCormick School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	16	5	11
Lincoln	McCormick School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	16	5	11
Lincoln	Yaak School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	11
Lincoln	Yaak School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	11



Current Approved Variances - July 2009 (Revised 6/18/09)

Lincoln	Trego School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	47	5	19
Lincoln	Trego School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	47	5	19
Madison	Alder School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-11	22	2	2
Meagher	Lennepe School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	2	5	16
Missoula	Target Range 7-8	10.55.709	Library Media Staff Requirement					
Park	Cooke City School	10.55.709	Library Media Staff Requirement	01-Jul-08	30-Jun-13	3	5	10
Park	Cooke City School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	3	5	10
Park	Springdale School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	7	5	18
Park	Springdale School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	7	5	14
Pondera	Dupuyer School	10.55.709.2	Library Media Staff Requirement	01-Jul-08	30-Jun-13	9	5	7
Pondera	Dupuyer School	10.55.709.1	Guidance Staff Requirement	01-Jul-08	30-Jun-13	9	5	7
Pondera	Miami School	10.55.709.2	Library Media Staff Requirement	01-Jul-09	30-Jun-14	9	5	18
Pondera	Miami School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	9	5	16
Pondera	Biddle School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	9	5	12
Pondera	Biddle School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	9	5	12
Powder River	South Stacey School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	3	5	12
Powder River	South Stacey School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	3	5	12
Powell	Avon School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	28	2	
Ravalli	Hamilton High School	10.55.709	Library Media Staff Requirement					
Richland	Rau School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	85	5	13
Richland	Rau School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	85	5	13
Rosebud	Birney School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	6	5	15
Rosebud	Birney School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	6	5	13
Rosebud	Forsyth 7-8	10.55.709	Library Media Staff Requirement	01-Jul-08	30-Jun-10	70	2	0
Sanders	Paradise Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-11	26	2	



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Current Approved Variances - July 2009 (Revised 6/18/09)

Silver Bow	Divide School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	11	5	9
Silver Bow	Divide School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	11	5	5
Silver Bow	Melrose School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	15	5	10
Silver Bow	Melrose School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	15	5	7
Stillwater	Molt School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	6	5	17
Stillwater	Molt School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	6	5	17
Stillwater	Fishtail School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	9	5	11
Stillwater	Fishtail School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	9	5	11
Stillwater	Nye School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	8	5	9
Stillwater	Nye School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	8	5	7
Stillwater	Absarokee 7-8	10.55.902	MS, 7-8 School Basic Program	01-Jul-04	30-Jun-09	42	5	10
Sweet Grass	Melville School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	14	5	7
Sweet Grass	Melville School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	14	5	15
Sweet Grass	Greycliff School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	14	5	7
Sweet Grass	Greycliff School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	11	5	7
Sweet Grass	McLeod School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	6	5	7
Sweet Grass	McLeod School	10.55.710.3	Guidance Staff Requirement	01-Jul-09	30-Jun-14	6	5	15
Teton	Bynum School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	33	5	4
Teton	Bynum School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	35	5	14
Teton	Golden Ridge School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	34	5	4
Teton	Golden Ridge School	10.55.710	Guidance Staff Requirement	07-Jan-09	30-Jun-14	45	5	14
Teton	Pendroy School	10.55.710	Guidance Staff Requirement	07-Jan-09	30-Jun-14	33	5	14
Toole	Galata School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	15	5	11
Valley	Glasgow 7-8	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	112	2	2
Wheatland	Shawmut School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	6	5	19
Wheatland	Shawmut School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	6	6	19
Yellowstone	Morin School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	28	5	8
Yellowstone	Morin School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	28	5	8
Yellowstone	Pioneer School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	60	5	19
Yellowstone	Pioneer School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-14	60	5	18



EXECUTIVE SUMMARY

DATE: JULY 2009

PRESENTATION: Provisional Accreditation for Lone Peak High School, Big Sky, Montana

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: The Ophir School District has been working since 2004 to accomplish their vision of having a high school located in Big Sky, Montana. That vision is almost complete. During the past three years the district has worked with the Office of Public Instruction (OPI) to insure the new school's facilities and programs will meet the accreditation standards. The accreditation team has completed their third and final formal visit/review and has submitted a report to the state superintendent. The state superintendent is ready to recommend provisional accreditation be granted. Lone Peak High School will remain in provisional status for three years. Any accreditation deviations resulting in Advice or Deficiency status during this period could result in the loss of provisional accreditation. Annual Office of Public Instruction on-site follow-up visits will occur each year during the provisional period. After successful completion of the three year provisional period the OPI will recommend regular accreditation status to the Board of Public Education. A brief PowerPoint with pictures will be presented showing the completed facility.

QUESTED DECISION(S): Approve state superintendent's recommendation.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** Recommendation for approval of Notice of Public Hearing and Timeline relating to proposed new Administrative Rules of Montana pertaining to Sign Language Interpreters.
- PRESENTERS:** Peter Donovan, Administrative Officer, CSPAC
- OVERVIEW:** In January of 2008, The Board of Public Education requested CSPAC to convene a task force to study the possibility of establishing standards for sign language interpreters who work in P-12 schools in Montana. The task force met six times and created draft rules to present to the BPE that would establish standards for sign language interpreters who work with P-12 students. The proposed new Administrative Rules of Montana pertaining to Sign Language Interpreters were presented to the Board of Public Education on May 7, 2009
- This presentation will provide a request for the Board of Public Education to adopt a Notice of Public Hearing and Timeline relating to proposed new Administrative Rules of Montana pertaining to Sign Language Interpreters.
- REQUESTED DECISION(S):** Action item
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Thoughtful adoption of the proposed Notice of Public Hearing and Timeline.

BPE PRESENTATION

TIMELINE
SIGN LANGUAGE INTERPRETER RULES
June 9, 2009

- Proposed notice to BPE July meeting
- Proposed notice to SOS for notice in MAR 8/3/09
- MAR publication out 8/13/09
- Hearing date After 9/2/09
- Final Public Input deadline On or after 9/10/09
- Adoption Notice to BPE November meeting
- Adoption notice to SOS for notice in MAR 11/16/09
- MAR publication out 11/25/09
- Effective Date of Rules 11/26/09

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of New) NOTICE OF PUBLIC HEARING ON
Rule I pertaining to sign language) PROPOSED ADOPTION
interpreters)

TO: All Concerned Persons

1. On _____, 2009, at ____:00 a.m., the Board of Public Education will hold a public hearing in Room [###] of [Building], at Helena, Montana, to consider the proposed adoption of the above-stated rule.

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

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

NEW RULE I ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

(1) Effective July 1, 2011, and notwithstanding (3), no licensed or classified employee of any school district, cooperative, or contracted service provider shall be regularly assigned to provide educational sign language interpreting for a student(s) unless the employee has demonstrated skills and knowledge, at a 3.5 level or higher, on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment.

(2) Substitute employees of any school district, cooperative, or contracted service provider temporarily assigned to provide educational sign language interpreting for a student(s) for a period longer than 35 consecutive teaching days shall meet the standard in (1).

(3) An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the EIPA and passed the written portion of the Educational Interpreter Performance Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1).

(4) The employing entity (school district, cooperative, or contracting service provider) is responsible for providing appropriate assignment of personnel (directly) and/or use of appropriate technologies.

(5) Employees who have met the requirements in (1) and who seek to remain eligible to work as educational sign language interpreters are responsible for documenting a completion of 12 hours of professional development and/or renewal

units per calendar 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, or contracting agency.

(6) For purposes of (5), approved providers of continuing educational opportunities shall include any entity approved by the Montana Office of Public Instruction or the Montana Board of Public Education.

AUTH: 20-2-121, MCA

IMP: 20-2-121, MCA

REASON: The proposed rule to establish standards for sign language interpreters who work in Montana schools originated from citizen initiative and legislative interest as expressed in hearings on House Bill 354 of the 2007 Montana Legislature. Though House Bill 354 was not adopted by the 2007 Legislature, the Board of Public Education decided to proactively pursue acceptable language within its own rule making authority to establish standards for sign language interpreters who work in Montana Schools.

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

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

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the board.

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

8. The bill sponsor notice requirements of 2-4-302, MCA, do not apply.

Steve Meloy
Rule Reviewer

Patty Myers
Chairperson
Board of Public Education

Certified to the Secretary of State [Month Day, 20##].



MONTANA ASSOCIATION OF THE DEAF, INC.

AN ORGANIZATION FOR SERVICE TO THE DEAF

5404 6th Avenue South
Great Falls, MT 59405
June 18, 2009

RECEIVED

JUN 19 2009

The members of Board of Public Education &
Mr. Steve Meloy, Executive Secretary
Montana Board of Public Education
PO Box 200601
Helena, MT 59620

BOARD OF PUBLIC EDUCATION

Dear Mr. Meloy,

President Char Harasymczuk had been keeping us abreast of her participation in upgrading the regulations for providing sign language interpreters for the mainstreamed deaf and hard of hearing children in the Montana public schools. We understand that this draft is being submitted to the Montana Board of Public Education as an action item to be recommended for approval as a notice of public hearing and adoption.

Montana Association of the Deaf (MAD) advocates the equal and appropriate education with qualified interpreters for all deaf/hard of hearing children in the state of Montana.

At our recent MAD conference, the members would like to ask for your support and approval in passing 'Sign Language Interpreters' Standards'.

Sincerely,

Alice Guilbert, Secretary

EXECUTIVE SUMMARY

DATE: JULY 2009

- PRESENTATION:** CSPAC recommendation for to the Board of Public Education to adopt the proposed amendments to Administrative Rules of Montana, 10.57.412 and 10.57.527 pertaining to Area of Permissive Specialized Competency, Mentor Teachers.
- PRESENTER:** Peter Donovan, Administrative Officer
Certification Standards and Practices Advisory Council
- OVERVIEW:** On June 22, 2009, Mr. Steve Meloy, Executive Secretary, Board of Public Education conducted a public hearing on the proposed amendments to 10.57.412 and 10.57.527 pertaining to Area of Permissive Specialized Competency, Mentor Teachers.
- This presentation is the request for the Board of Public Education to adopt proposed amendments to create a new Area of Permissive Specialized Competency (APSC) for Mentor Teachers. The current APSCs authorized by the BPE include: early childhood education, gifted and talented education, and technology in education. The APSCs are statements of specialized competency that appear on educator licenses to indicate that the educator has completed a minimum of 20 semester college credit hours or equivalency in a specific academic area that has been approved by the Board of Public Education.
- REQUESTED DECISION(S):** Action item
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Thoughtful adoption of the proposed amendments to Administrative Rules of Montana, 10.57.412 and 10.57.527.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of) NOTICE OF PUBLIC HEARING ON
ARM 10.57.412 and 10.58.527) PROPOSED AMENDMENT
pertaining to mentor teachers)

TO: All Concerned Persons

1. On June 22, 2009, at 9:00 a.m., the Board of Public Education will hold a public hearing in the conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 8, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, Montana, 59620-0601, telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov.

3. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

ARM 10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) and (2) remain the same.

(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, and mentor teacher.

(4) through (7) remain the same.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, 20-4-108, MCA

10.58.527 AREAS OF PERMISSIVE SPECIALIZED COMPETENCY (1) through (6) remain the same.

(7) The mentor teacher permissive specialized competency program requires that successful candidates demonstrate knowledge of:

(a) the role and benefits of serving as a teacher mentor;

(b) the needs of initial educators and educator standards;

(c) the benefits and key elements of a mentoring program for the initial educator and the school district;

(d) the characteristics and behaviors of effective mentors in providing observation, support, and assistance;

(e) the characteristics and behaviors of effective mentors in providing feedback during observing and conferencing;

(f) the potential problems that can occur in a mentoring relationship and define effective responses to these problems; and

(g) best practices for creating and maintaining a safe environment for the mentee to attain and sustain a mastery level of teaching with an active and positive learning environment that supports school, district, and state curricula, including:

(i) supporting new teacher growth toward meeting the learning needs of every child; and

(ii) supporting new teacher growth toward incorporating Indian Education for All into their curricular offerings.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-2-121, MCA

4. Statement of Reasonable Necessity: The proposed amendments to establish an Area of Specialized Permissive Competency for mentor teachers originated from research conducted by the Certification Standards and Practices Advisory Council (CSPAC). The CSPAC, as created by 2-15-1522, MCA, conducts research and makes recommendations to the Board of Public Education as authorized in 20-4-133, MCA. The proposed rules would permit individuals with a minimum of 20 semester college credits in teacher mentoring to request a statement of specialized competency to be added to their educator licenses.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov, and must be received no later than 5:00 p.m., June 25, 2009.

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

7. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this Proposal Notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the Notice conform to the official version of the Notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed

text of the Notice and the electronic version of the Notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

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

/s/ Steve Meloy
Steve Meloy
Rule Reviewer

/s/ Patty Myers
Patty Myers, Chairperson
Board of Public Education

Certified to the Secretary of State May 18, 2009.

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
July 17, 2009 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. MSDB Annual Report	Gettel	15 min
2. Adoption of MSDB Strategic Plan	Gettel	10 min
3. Human Resources - Personnel actions	Informational	
4. Professional Development - Orientation plans for 2008-09	Informational	
5. MSDB Foundation - Update of activities	Informational	
6. Conferences, Meetings and Contacts	Informational	
7. Finance and Facilities - Update on year end finances and maintenance projects	Sykes	5 min
8. School Calendar of Events	Informational	
9. Student News - Summer Programs	Informational	