

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

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

- A. Pledge of Allegiance
 - Patty Myers' 2nd Grade Students from Lewis and Clark Elementary
 - Leann Goss' Kindergarten Students from MSDB
 - Gail Bechard's Preschool Students from MSDB
- B. Welcome John Edwards and Tim Seery
- C. Roll Call
- D. Statement of Public Participation
- E. Welcome Visitors
- F. Adopt Agenda

PUBLIC COMMENT

CONSENT AGENDA

- A. Items Pulled from Consent Agenda if Requested

INFORMATION ITEMS

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

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

BOARD OF PUBLIC EDUCATION APPEARANCES

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

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

Item 3 **CSPAC REPORT**

CSPAC APPOINTMENTS (Action)
Pete 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**
Jan Lombardi
- Item 7 **STUDENT REPRESENTATIVE'S REPORT**
Katie Wood
- ❖ **MACIE LIAISON – Cal Gilbert (Item 8)**
- Item 8 **MACIE REPORT**
Norma Bixby
- ❖ **MSDB LIAISON – Patty Myers (Item 9)**
- Item 9 **ELEMENTS OF A SUCCESSFUL PRESCHOOL PROGRAM FOR DEAF AND
HARD OF HEARING CHILDREN**
Gail Bechard, Preschool Teacher, MSDB
Leann Goss, Kindergarten Teacher, MSDB
Kim Schwabe, Supervising Teacher, MSDB
Julie Dee Alt, School Improvement Coordinator, MSDB

DISCUSSION ITEMS

- ❖ **ASSESSMENT COMMITTEE - Sharon Carroll (Item 10)**
- Item 10 **ASSESSMENT UPDATE**
Nancy Coopersmith
- ❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 11)**
- Item 11 **NO CHILD LEFT BEHIND REPORT**
Nancy Coopersmith
- ❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 12 - 17)**
- Item 12 **REPORT OF COMMUNICATION ARTS CONTENT STANDARDS AND
PERFORMANCE DESCRIPTORS REVIEW AND REVISION PROCESS**
Julie Ferro and Kim Warrick

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
- 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 Kimmet

Item 15 PROGRESS REPORT AND RECOMMENDATIONS FOR ON-SITE
ACCREDITATION VISITS FOR SCHOOLS WITH CONTINUING SERIOUS
ACCREDITATION DEVIATIONS
Dale Kimmet

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

Item 17 RECOMMENDATIONS FOR ALTERNATIVE STANDARD REQUESTS
Dale Kimmet

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May 8, 2009 – Friday
8:30 AM

DISCUSSION ITEMS

❖ LEGISLATIVE COMMITTEE – Bernie Olson (Item 18)

Item 18 LEGISLATIVE UPDATE
Steve Meloy and Bernie Olson

❖ LICENSURE COMMITTEE – Angela McLean (Item 19)

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

❖ EXECUTIVE COMMITTEE – Patty Myers (Item 20)

Item 20 SPOTLIGHT ON THE OPI SCHOOL FINANCE DIVISION
Denise Ulberg

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.

❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 21)

Item 21 RECOMMEND APPROVAL OF BASE AID PAYMENT SCHEDULE
Denise Ulberg

❖ LICENSURE COMMITTEE – Angela McLean (Items 22 - 25)

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

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

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

CLOSED SESSION FOR ITEM 25

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

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 26 - 27)**

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

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

INFORMATION ITEM

❖ **MSDB LIAISON – Patty Myers (Item 28)**

Item 28 **MSDB COMMITTEE MEETING REPORT**
Steve Gettel

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 29

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 29)**

Item 29 **ESTABLISH EXECUTIVE STAFF SALARIES**
Patty Myers

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

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.

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

March 12-13, 2009

FRONT STREET LEARNING CENTER
815 Front Street
Helena, MT

March 12, 2009 - Thursday

8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:33 AM. Dr. Douglas Reisig led the Board in the Pledge of Allegiance. Ms. Carol Will and Ms. Anneliese Warhank took roll call; a quorum was noted. Ms. Patty Myers announced that the Board of Public Education is a renewal unit provider. She extended a personal welcome on behalf of the board to Mr. Mike Miller, Field Services Director, UM-Western. Condolences were extended to the Mr. Marco Ferro family on behalf of the Board in their recent loss.

MOTION: Ms. Angela McLean moved to accept the agenda as presented. Mr. Bernie Olson seconded. Motion passed unanimously.

CONSENT AGENDA

Items Pulled from Consent Agenda if Requested

Nothing was pulled.

MOTION: Ms. Sharon Carroll moved to accept the consent agenda as presented. Mr. Cal Gilbert seconded. Motion passed unanimously.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, and Student Representative Ms. Katie Wood. Certification Standards and Practices Advisory Council members present included: Chairperson Dr. Douglas Reisig, Ms. Tonia Bloom, Ms. Judie Woodhouse, Ms. Sharon Applegate, and Ms. Patty Muir. 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; Ms. Anneliese Warhank, Administrative Assistant, 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; and Dr. Sylvia Moore represented Commissioner Sheila Stearns. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Joyce Silverthorne, P-20 Policy Advisor, OPI; Mr. Dale Kimmet, Accreditation Specialist, OPI; Mr. Al McMilin, Educator Quality Program Specialist, OPI; Mr. Darrell Rud, SAM; Ms. Madalyn Quinlan, Chief of Staff, OPI; Dr. Bruce Messinger, Superintendent of Helena School District; Ms. Judy Snow, State Assessment Director, OPI; Ms. Beck McLaughlin, Montana Arts Council; Mr. Robert Allen, Executive Director, Montana Nurses Association; Ms. Sue Buswell, Montana Association of School Nurses; Ms. Kathy Boutilier, RN, BSN; Ms. Cheryl Summerer, RN, MSN; Ms. Elizabeth Keller, Licensure Specialist, OPI; Dr. Jayne Downey, Assistant Professor of Education, MSU; Ms. Nikki Sandve, Coordinator of State Personnel Development Grant, OPI; Dr. Bonnie Jones Graham, Director of Licensure Standards and Clinical Practice, MSU-B; Ms. Cathy Kendall, Health Enhancement & Safety Education Division Administrator, OPI; Ms. Ann Gilkey, Legal Counsel, OPI; Ms. Rene Dubay, Director of

Talent Search/Partnerships for Access, OCHE; Dr. Larry J. Baker, Dean of Education, MSU-Bozeman; Ms. Anne Marie Mistretta, Superintendent, Ophir Public Schools; Mr. Jerry Mistretta, Ophir Public Schools; Ms. Karen B. Crogan, Accreditation Unit Program Officer, OPI; and Mr. Steve Gettel, Superintendent, MSDB.

Items are presented in the order in which they appeared.

BPE/CSPAC JOINT MEETING

Board of Public Education Chair Patty Myers extended the chairmanship to Dr. Douglas Reisig, Certification Standards Practices Advisory Council Chair.

ITEM 1 SPOTLIGHT ON THE OPI INFORMATION TECHNOLOGY SERVICES DIVISION: OPI WEBSITE TOUR – Ms. Cheri Bergeron, OPI

Ms. Cheri Bergeron, the Resource Center & Web Integration Bureau Chief for OPI, came before the Board and Council to give an overview of the OPI website, www.opi.mt.gov. The site offers a means of communication for OPI with school personnel, governing bodies, and other interested bodies. There are three ways to navigate around the site. 1) dropdown menu: located on the upper right hand corner of the main page, one can access the most popular links, or scroll down to individual departments; 2) white text links below the dropdown menu: one can find a quick link to official OPI e-mail updates, OPI staff directories, an official OPI calendar, other links, and a quick link back to the home page; 3) buttons listed on the gray bar at the top of the page: if one scrolls over any of the buttons, hot button items appear below for more specific links. The recently added Google search bar, located on the far right of the gray bar, is considered the most powerful tool on the site as one can search the entire site using just a keyword. Superintendent Denise Juneau has suggested the website be revamped, so the style of the site may change in the future.

ITEM 2 CSPAC ANNUAL REPORT - Dr. Douglas Reisig

Dr. Reisig led the group through the mission statement, Montana Code of Ethics, goals for 2008-2009, and highlights from the 2008 CSPAC meetings. Dr. Reisig pointed out all of the short term goals fall into at least one of the five larger goals for CSPAC.

ITEM 3 MARCH 11th CSPAC MEETING SUMMARY - Dr. Douglas Reisig

Dr. Reisig spoke about the topics discussed at the previous day's meeting at Capital High School.

ITEM 4 PROGRESS ON CSPAC GOALS - Dr. Douglas Reisig

Dr. Reisig led the group through all of the specific goals the Council is working on. He noted those goals the Council has completed, as well as the goals that have begun within the past year. Dr. Reisig then presented a PowerPoint he originally presented at the Western States Certification Conference in January. The Council was presented with the PowerPoint at the January meeting and encouraged Dr. Reisig to present it to the Board as well. The PowerPoint stressed six benchmarks targets for Montana school districts to focus on in an effort to remain as high performing school districts.

ITEM 5 UPDATE ON THE DEVELOPMENT OF THE AREA OF PERMISSIVE SPECIALIZED COMPETENCY FOR MENTOR TEACHERS – Ms. Judie Woodhouse; Dr. Jayne Downey, MSU Bozeman; Mr. Pete Donovan

At the January CSPAC meeting, the Council passed a motion to recommend adding an Area of Permissive Specialized Competency (APSC) for Mentor Teachers. The current APSC's authorized by BPE include: early childhood education, gifted and talented education, and technology in education. The APSC's 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 BPE. Dr. Downey passed out the draft language for the rule, as well as courses that would be offered online to attain a master's degree in mentor teaching. The

courses are offered all online. Ms. Woodhouse passed out a timeline noting CSPAC's involvement in Mentoring. Ms. Nikki Sandve spoke before that Board about the survey she is working on for mentoring. Like with the Council, she asked the Board for any feedback before she distributes the survey in April.

ITEM 6 REPORT ON REVIEW PANEL PROCESS FOR CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE – Ms. Elizabeth Keller, Dr. Linda Vrooman Peterson, OPI

Ms. Keller and Dr. Peterson came before the Board to provide an update on the first work session of the Class 8 Review Panel. The Review Panel convened on March 11th to evaluate Class 8 Dual Credit-Only Postsecondary Faculty License applications. The Council then made recommendations for licensure to OPI. Out of the three applications submitted, two were approved. The Council will meet on July 22, 2009 to review the next batch of applications submitted and will continue to meet bi-annually.

BOARD OF PUBLIC EDUCATION MEETING RESUMES

Dr. Doug Reisig returned the chairmanship to Ms. Patty Myers for the Board of Public Education Meeting.

INFORMATION ITEMS

Item 1 CHAIRPERSON'S REPORT – Ms. Patty Myers

- January 3, 2009 Learning for Life: Pre-school through Continuing Education – Helena, MT
- February 3, 2009 Math and Science Initiative – Helena, MT
- February 20, 2009 State of Education Address – Helena, MT
- February 20, 2009 MEA-MFT Day of Advocacy – Helena, MT
- February 20, 2009 Accreditation Meeting with OPI – Helena, MT
- February 20, 2009 Hearing HB 433 – Helena, MT
- February 27, 2009 BPE Conference Call
- March 3, 2009 MSDB Committee Meeting Conference Call

Ms. Patty Myers thanked State Superintendent Denise Juneau for recognizing the partnership of the Office of Public Instruction with the Board of Public Education during the State of Education Address.

RENEWAL UNITS

Ms. Patty Myers stated that 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 is equivalent to one renewal unit up to four renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

BOARD OF PUBLIC EDUCATION APPEARANCES – Calendar provided to present board members and staff appearances for January, February, and March

Ms. Angela McLean

- January 3, 2009 Learning for Life: Pre-school through Continuing Education – Helena, MT
- January 21, 2009 Indian Education for All & Teacher Preparation Programs Conference Call
- January 28, 2009 Economic Summit – Anaconda, MT
- February 20, 2009 Accreditation Meeting with OPI – Helena, MT
- February 20, 2009 State of Education Address – Helena, MT
- February 20, 2009 MEA-MFT Day of Advocacy – Helena, MT
- February 20, 2009 Hearing HB 433 – Helena, MT
- February 27, 2009 BPE Conference Call

Mr. Storrs Bishop

- February 20, 2009 Accreditation Meeting with OPI – Helena, MT
- February 20, 2009 State of Education Address – Helena, MT
- February 27, 2009 BPE Conference Call

Mr. Cal Gilbert

- February 20, 2009 State of Education Address – Helena, MT
- February 27, 2009 BPE Conference Call

Ms. Sharon Carroll

- January 23-24, 2009 NASBE Assessment Study Group – Washington DC
- January 29-30, 2009 Assessment & Test Administration Conference – Billings, MT
- February 27, 2009 BPE Conference Call

Mr. Bernie Olson

- February 18, 2009 SR 5 Hearing – Helena, MT
- February 27, 2009 BPE Conference Call
- March 3, 2009 MSDB Committee Meeting Conference Call

Item 2

EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- January 3, 2009 Learning for Life: Pre-school through Continuing Education – Helena, MT
- January 12, 2009 SB 67, SB 80, SB 81, and HJ 6 Hearings – Helena, MT
- January 13, 2009 Ed Forum – Helena, MT
- January 14, 2009 House Education Committee Presentation – Helena, MT
- January 15, 2009 CSPAC Meeting – Helena, MT
- January 26, 2009 HB 15 Hearing – Helena, MT
- January 27, 2009 Ed Forum – Helena, MT
- January 28, 2009 Learning First Alliance Bylaw Subgroup – Helena, MT
- January 29, 2009 Learning First Alliance – Helena, MT
- January 29, 2009 BPE Budget Hearing – Helena, MT
- January 30, 2009 Executive Action of BPE Budget – Helena, MT
- January 31, 2009 2nd Reading SB 80 and SB 81 – Helena, MT
- February 4, 2009 SB 69 and SB 70 Hearings – Helena, MT
- February 4, 2009 TRiO Meeting – Helena, MT
- February 6, 2009 SB 67 and SJ 4 Hearings – Helena, MT
- February 9, 2009 SJ 8 Hearing
- February 11, 2009 HB 459, HB 355, and SJ 12 Hearings – Helena, MT
- February 12, 2009 Healthy Schools Network – Helena, MT
- February 13, 2009 HB 456, HB 388, and HR 2 Hearings – Helena, MT
- February 13, 2009 Board of Regents' Conference Call
- February 17, 2009 Ed Forum – Helena, MT
- February 18, 2009 SR 5 Hearing – Helena, MT
- February 20, 2009 Accreditation Meeting with OPI – Helena, MT
- February 20, 2009 State of Education Address – Helena, MT
- February 20, 2009 MEA-MFT Day of Advocacy – Helena, MT
- February 20, 2009 Hearing HB 433 – Helena, MT
- February 24, 2009 Chapter 57 Hearing
- February 24, 2009 Ed Forum
- February 25, 2009 Learning First Alliance

- February 27, 2009 BPE Conference Call
- March 2, 2009 Ed Forum
- March 3, 2009 MSDB Committee Meeting Conference Call
- March 11, 2009 CSPAC Meeting – Helena, MT

Mr. Steve Meloy addressed the Board's budget as being a small part of the Governor's Executive Budget. He pointed out that the legislature has been reviewing proposals of increases in per diem, travel, and information technology (IT). The Board of Public Education received "free" IT services from the Office of the Commissioner of Higher Education's (OCHE) Montana University System while being housed in the same location. Since OCHE moved to a different location the Board has IT expenses that had not been previously budgeted. There is no compensation for the additional legal expenses that are incurred by the Board. A memo was provided to the Governor's office memorializing the financial situation with increased legal costs. The legislature passed an amendment to remove \$6,000 from the Research Fund to pay for the financial gift of nationally certified teachers by reducing general fund obligations. The committee passed it unanimously. This poses a problem for the Board and CSPAC that utilize the research fund to meet financial obligations. If revenues and expenditures remain constant, the fund balance in the state special revenue account will be expended by FY 2017. The Board may need to take appropriate measures to raise teacher fees for licensure in the next legislative session.

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT - Commissioner Sheila Stearns

Dr. Sylvia Moore presented the Commissioner of Higher Education's Report on behalf of Commissioner Sheila Stearns. The Board of Regents' meeting was rescheduled from March 5-6, 2009 to March 19-20, 2009 due to post-secondary's budget coming before the legislature. Dr. Moore addressed the following topics: Class 8, Access to Success, Montana University System Writing Assessment, and upcoming diversity training activities. Discussion ensued on remediation being a huge challenge because students come into the university system in various levels of preparedness, retaining students to complete an area of study, and the effectiveness of the MUS Writing Assessment for promoting faculty development.

Katie Wood departed at 12:00 PM

State Superintendent Denise Juneau arrived at 1:30 PM

Item 5 GOVERNOR'S OFFICE REPORT - Jan Lombardi

No report was provided.

Item 7 NASBE ASSESSMENT STUDY GROUP - Sharon Carroll

Ms. Sharon Carroll attended the NASBE Assessment Systems for the 21st Century Study Group meeting in Arlington, VA January 23-24, 2009. The objectives are: 1) How assessment can promote standards for 21st century learning and measure students' progress in meeting those standards; 2) Multiple purposes for testing and the implications for standards-based reform; 3) How assessment systems can leverage ongoing improvements in teaching and learning; 4) Technology applications in assessments; 5) Professional preparation and training needed to use assessments to support high-quality teaching; and 6) School-wide data tracking and decision making to ensure quality teaching and student learning. Ms. Sharon Carroll provided the study group participant list, summary of the January 23-24, 2009 meeting, a letter from Dr. Mariana Haynes the Director of Research, and the March 13-14, 2009 agenda. Discussion ensued in regard to the American Diploma Project which is an effort to align K-12 standards with those of colleges and employers that are at the core of the high school reform agendas in many states. All states in the American Diploma Project Network have the commitment of the governor, the K-12 schools chief and, in many cases, the state board of education, the higher education chancellor and/or other post-secondary officials, and the business community. The states involved have agreed to pursue a four-part policy agenda:

- Align high school standards with the knowledge and skill required for success after high school;
- Require all high school graduates to take challenging courses that actually prepare them for life

- after high school;
- Streamline the assessment system so that the tests students take in high school also can serve as readiness tests for college and work; and
- Hold high schools accountable for graduating students who are ready for college or careers, and hold post-secondary institutions accountable for students' success once enrolled.

Item 8 ASSESSMENT UPDATE - Judy Snow

Ms. Judy Snow provided the Board with the following tentative formative assessment timeline:

- **Complete** *Assessment Know-How*
- **Complete** Testimony to appropriations committee (PowerPoint provided)
- **March/April** Preparation/finalization of contracts and RFPs for webinar courses and online writing assessments
- **April** Launch of information about webinar courses and online writing assessments
- **May** Online writing assessment training
- **June** Webinar book discussion of Transformative Assessment
- **August +** Online webinar courses

Discussion ensued on the assessment models of Kansas and Wisconsin, instructional coaches versus mentors, assessment conference, and the availability of webinar courses.

Item 3 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau

State Superintendent Denise Juneau shared with the Board some of many places and activities that she has either attended or participated in since January. A few are: Billings Career Center, Head Start Legislative Day, State of Education, MEA-MFT Day of Advocacy, We the People Project, and a breakfast at Jefferson Elementary in honor of the National School Breakfast Week. Most of her time has been spent at the legislature supporting some of the following bills: HB 369 - Funding for Head Start and Early Start Programs, HB 433 - Revise ages for compulsory school enrollment, HB 646 – Energy efficiency fund for K-12 schools, HB 459 – Create and fund K-12 distance learning network, HJ 6 – Urge development of K-12 education shared policy goals, and SB 69 – Increasing the total quality educator payment. A couple of bills that she opposed were: SB 80 – Electing the Board of Regents and SB 81 – Electing the Board of Public Education. State Superintendent Denise Juneau believes that Montana educators need to implement innovated projects with the onetime only stimulus money, be accountable, and demonstrate the effectiveness.

Item 9 LEGISLATIVE UPDATE - Steve Meloy and Bernie Olson

Mr. Steve Meloy reviewed the following list of bills and their current status with the Board: HB 15 – Fund K-12 education, HB 169 – Clarify state payment of tuition for homeless students, HB 355 - Fund math and science academy at Montana Tech, HB 456 - Require seat belts on new school buses, HB 459 – Create and fund K-12 distance learning network, HJ 6 – urge development of K-12 education shared policy goals, HR 2 – Antibullying in schools resolution, SB 67 – Require funding before school rules with fiscal impact implemented, SB 69 – Increase the quality educator payment, SB 70 – Apply inflationary adjustment to K-12 BASE aid and general fund components, SB 80 – Elect Board of Regents, SB 81 – Elect Board of Public Education, SB 173 – Clarify ability of school districts to share superintendents and principals, SJ 4 – Study option for improving administrative efficiencies in school system, SJ8 – Urge development of K-20 education shared policy goals, SJ 12 – Approve Bitterroot Valley Community College, and the confirmation hearings for the Board of Regents and the Board of Public Education. Mr. Meloy stressed that most of the heavily lifting has been done by the Office of Public Instruction and our partners. Recommendations came before the legislature on Wednesday, March 11th in regard to the proposed federal stimulus budget.

State Superintendent Denise Juneau distributed a memorandum from Madalyn Quinlan, dated February 20, 2009 in regard to defining the state's primary funding formula for purposed of the American Recovery and Reinvestment Act. There was an attached chart that shows the amount of funding that the state provided for each funding component in FY 2008 and FY 2009. The chart shows the funding and the

short falls to restore. The Office of Public Instruction provided the Board with their proposed amendments to HB 645.

Item 10 NCLB UPDATE - Nancy Coopersmith

The report included information on the status of Montana teachers meeting the “Highly Qualified” federal requirements. Information was included regarding the budget request of President Barack Obama for the 2010-2011 school year. An overview of NCLB/ESEA Title I recently adopted regulations were presented. Ms. Nancy Coopersmith provided a document on the highlights of final Title I regulations. Former Education Secretary, Margaret Spellings, announced October 28, 2008, final Title I regulations under NCLB. Despite receiving more than 400 comments for and against proposals from various education stakeholders, the final Title I regulations have changed little from the version Spellings first proposed in April. The Education Department will allow states to propose to report separately the number of students who graduate in four or more years. Likewise, the Education Department will allow districts to offer two tutoring enrollment periods per year rather than open year-round enrollment, but each must still document all parent outreach in order to spend unused SES set aside funds. Ms. Nancy Coopersmith touched on Highly Qualified Teachers stating that only 13 teachers of those previously reported will need to take the Praxis test this year. A complete update will be provided at the May BPE meeting. The U.S. Department of Education 2010 Budget was included that shows a modest increase proposed by President Obama. Ms. Angela McLean referred to the graduation rate calculations and the other academic indicators found on page 2 of the Highlights of Final Title I Regulations.

Item 11 SCHOOL HEALTH UPDATE - Cathy Kendall, Bob Vogel and Steve Meloy

The presentation included information regarding scheduled contemporary health training of school office staff; an update of the Children’s Environmental Health Network funded by Region 8 Federal EPA; and Health Enhancement Professional Development. The presentation was designed to update the Board of Public Education with current progress in the areas of training and initiatives pertaining to healthy schools. Beginning in the fall of 2008, the Montana Office of Public Instruction partnered with the Montana Asthma Control Program, the Montana Diabetes Project and the Injury Prevention Program at the Montana Department of Public Health and Human Services to sponsor trainings for office staff, which are often tasked with handling health issues in schools in the absence of school nurses. To date, over 120 individuals from 29 communities have attended these trainings. Based on pre and post training evaluations, participants show increased knowledge in all three areas of training (asthma, diabetes, and emergency response) and, after four months follow-up, they report significant progress towards achieving goals set at the training. They have been filled to capacity. Discussion ensued around the improved capabilities of webinar training for increased professional development and increasing the student to nurse ratio in schools. The message needs to reach President Obama and our senators to put more nurses to work and meet the needs of our students.

Item 12 SCHOOL NUTRITION PROGRAM ANNUAL REPORT - Christine Emerson, Registered Dietician

This presentation included information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Donated Food Program, Cooperative Purchase Program, and Team Nutrition Program for the 2007-08 school year. The presentation was designed to show changes in program participation and funding over five school years. It also covered nutrition education activities for schools, parents, and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children. Discussion ensued about schools refusing meals to students who owe for meals with the current economic conditions. Schools are having a difficult time with increasing costs at the same time that families are having a difficult time paying bills. School districts should have policies to consistently work with families who have meal charges. Trainings will be available through the Office of Public Instruction about financial management and meal charge policies during the summer and fall to help schools balance their budgets and at the same time help families experiencing financial hardships.

DISCUSSION ITEMS

**Item 13 SCHOOL NURSING SERVICES IN MONTANA - Sue Buswell, RN, MS, NCSN
President, Montana Association of School Nurses; Kathy Boutilier, RN, BSN;
Cheryl Summerer, RN, MSN; and Robert Allen, Executive Director, Montana Nurses
Association**

In 2008, the Montana Association of School Nurses (MASN) began a campaign to establish a ratio of one registered, professional school nurse to every 750 students in Montana. The known ratio of a school nurse to students was 1:1500 in Montana, ranking the State 34th in the country. The school nurses, acutely aware that healthy students achieve greater success in the classroom, advocated for the increase presence of school nurses in every Montana school. MASN met with the Board of Public Education in January 2009 and requested that the Board establish a standard of one school nurse for every 750 students in Montana. The Board requested current demographics related to school nursing practice in Montana so MASN embarked on a historic, in depth study of school health services in the state. The data was complete in all 56 counties, in 100% of school districts, and accounts for every nursing hour/year currently being provided. The optimal ratio of 1 school nurse: 750 students is a national standard. Unfortunately, this latest research indicates that the ratio in Montana in 2009 is **1 school nurse: 2300 students**, ranking Montana at **#45 of 50 states**. In addition, **19 of 56 counties** have no school nursing/school health services at all. The study was provided in its entirety. Dr. Linda Vrooman Peterson provided MCA 20-3-324 and 37.111.825.

Storrs Bishop departed at 4:30 PM

Discussion ensued about the liability and accountability issues, homeless students, eye care, roles of education staff, family trust, and the numbers of nursing graduates available. MASN stated the following facts in determining how this standard will be met:

- 144,000 student in Montana public schools
- Minimum of 190 full-time professional school nurses, additional to meet needs of high risk populations
- Currently 62.5 FTE RN school nurses
- 127 new full-time professional school nurses needed
- Salary equivalent to teaching professionals
- Approximately \$3.5 million

The Board intends to move forward by identifying concerns; raising issues surrounding the standards; examine the ability of districts to meet such a standard; raise awareness with state officials, federal officials, and local communities; and ultimately consider the best way to promote and implement the forthcoming standard and/or resolution.

March 13, 2009 – Friday

8:00 AM

8:05 AM Meeting called to order.

**Item 14 REQUEST FOR NEW PROGRAMS – MSU-BILLINGS PROPOSAL TO ADD
PROGRAMS FOR ENDORSEMENTS IN BROADFIELD SCIENCE, POLITICAL
SCIENCE, AND AREAS OF PERMISSIVE SPECIALIZED COMPETENCIES FOR
EARLY CHILDHOOD AND EDUCATIONAL TECHNOLOGY - Dr. Linda Vrooman
Peterson and Dr. Bonnie Graham, MSU-Billings**

The Office of Public Instruction provided to the Board of Public Education for discussion the materials relating to the proposal from Montana State University-Billings (MSU-B) to add the following programs to its education curriculum: Broadfield Science Major; Political Science Major; and Areas of Permissive Special Competency in Early Childhood and Technology in Education. Dr. Bonnie Jones Graham,

Director of Licensure Standards and Clinical Practice at MSU-B presented the 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 related materials were included. The Office of Public Instruction will conduct a review of the materials provided by MSU-B and report its finding to the Board of Public Education in May 2009.

Dean Tasneem Khaleel, Dean of the College of Arts and Sciences; Dr. Craig Wilson, Department Chair, Professor of Political Science; and Dr. Christy Low, Pedagogical Instructional Designer of E-Learning Operations were included in the discussion via conference phone. Dr. Khaleel stated that the resources and faculty are in place and students are actively involved in the programs, so there will be not additional burden on the College of Arts and Sciences. Dr. Wilson expressed the need to offer a broadfield science major due to meet the needs of providing highly qualified educators in multiple sciences at small and rural schools. Discussion ensued about the areas of permissive special competencies, broadfield majors, double majoring recommendations, or getting a major and a minor in another area to meet the HQT standards.

Item 15 MONTANA STATE UNIVERSITY BOZEMAN – STATE ON-SITE REVIEW EXIT REPORT - Dr. Linda Vrooman Peterson, Dr. Larry Baker, and Dr. Lynette Zuroff

In October 2008, the Office of Public Instruction conducted a state review of the Professional Education Unit at the Montana State University-Bozeman (MSU-Bozeman). The purpose of the review was to validate the Professional Education Unit's Institutional Report. The State Review Team examined the evidence provided by the unit relating to the conceptual framework, unit standards and specific program standards as articulated in the Board of Public Education approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS).

Dr. Lynette Zuroff, Director of Teacher Education at Carroll College in Helena served as chairperson of the review process and the team. The attached exit report and narrative provided to the Board of Public Education contained the results of the review.

The team recommended provisional approval of the Standards "Met with Weakness" and "Not Met". Provisional approval requires the following action be completed by the Professional Education Unit at MSU-Bozeman. The Dean of Education shall meet with the Board in May 2009 to describe the unit's plan and progress on meeting the standards "Met with Weakness" and "Not Met". If the report to the Board indicates the Professional Education Unit is making progress towards 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 the standards are met. See the attached Exit Report for the standards "Met with Weakness" and "Not Met".

Dr. Larry Baker extended his appreciation for the congenial and professional work of the accreditation team. He provided the Board with a rejoinder to address the conclusions drawn in the final report. This item will be presented to the Board of Public Education for action at the May 2009 meeting, and the Board will have the opportunity to read the rejoinder prior to action.

Item 16 UNIVERSITY OF MONTANA-WESTERN JOINT NCATE/MONTANA ON-SITE REVIEW EXIT REPORT - Dr. Linda Vrooman Peterson, Dr. Delena Norris-Tull, and Dr. Karl Ulrich

In October 2009, the Office of Public Instruction conducted a Joint NCATE/State Review of the Professional Education Unit at the University of Montana-Western in Dillon. The purpose of the review was to validate the Unit's Institutional Report. The Montana State Review Team examined the specific program standards articulated in the Board of Public Education's approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS). The NCATE State Team examined the NCATE Unit

Standards, which are incorporated into the Montana PEPPS.

Dr. Mary Susan Fishbaugh, Interim Dean of Education at Montana State University-Billings, served as chairperson of the review process and the team. The report was provided to the Board of Public Education with the results of that review. This item will be presented for action to the Board in May 2009.

Item 6 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

Ms. Katie Wood will be attending the Montana Association of Student Council (MASC) meeting on March 22, 2009 in Helena, MT.

Item 17 UPDATE ON THE REVISIONS OF THE MATHEMATICS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS - Jean Howard and Stephanie Soderquist

The Office of Public Instruction provided the Board of Public Education an update on the revision process of the K-12 Mathematics Content Standards and Performance Descriptors. This presentation included the selection of the writing team, standards-based education foundational documents; research and best practices; 2008 reports from the National Council for the Mathematics and National Mathematics Panel; and 2009 draft math standards and timeline for next steps. The draft math standards are:

1. Number sense and operations
2. Data Analysis
3. Geometric Reasoning
4. Algebraic and Functional Reasoning

Discussion ensued about why the number of standards was reduced. Ms. Howard stressed that some of the standards were infused into others. This may prevent teachers from failing to reach a particular standard based on schedules. In addition, Ms. Sharon Carroll questioned if students will be able to meet the math standards if they only take two years of math in high school, which is the requirement for graduation in most Montana schools. Ms. Howard stated that these standards are for proficient students.

It is up to the school district to decide how many units a student will need to take in order to meet these standards. As a result, some districts may have to look at increasing their high school graduating requirements for mathematics. School districts can certainly exceed the minimum standard expectations. Further discussion of addressing remediation rates and increasing the rigor occurred. A student should be able to be successful at an entry level postsecondary course if they have successfully met the minimum standard in high school. The team includes:

BARA, CLIFF Troy
BOLLINGER, SUSAN Hardin
BOOTHE, MARIE St Labre
CRAMER, KARLA Florence
DAHL, TERRI Great Falls
ERICKSON ,DAVID U of M-Missoula
FLOYD, RENEE Hot Springs
GREEN, VICKI Eldergrove
GRIMES, JUDI East Helena
HAMLING, MARY JO Lewistown

HANNA, SUSAN West Yellowstone
HILL, KATHY Bissell
HILL, ESTELLE Cascade
JADIS, COLETTE Bozeman
JOHNSON, ANDREA Ophir
KOHL, SHERYL Poplar
LUEBECK, JENNIE MSU-Bozeman
MAHON, BERT Hamilton
REDDING, STACEE Hardin
RICHARDS, RAISA Browning

RISSER, HILARY MT Tech-Butte
ROMANO, MELISSA Helena
STEELE, THERESA Browning
STOBIE, CHERIE Polson
STROMBERG, JOHN Hamilton
TAFT, JAMES Yellowstone Academy
WAGNER, EDI Browning
ZEILER, RODD Laurel
SODERQUIST, STEPHANIE Froid

Katie Wood departed at 10:30 AM

Item 18 ACCREDITATION PROCESS REPORT – LONE PEAK HIGH SCHOOL, OPHIR, MONTANA - Dale Kimmert and Anne Marie Mistretta, Superintendent

This presentation provided the Board of Public Education an update on the initial accreditation process underway for the new high school at Ophir, Montana. The Ophir community has been working since 2004 to accomplish their vision of having a high school located in Ophir (Big Sky south of Bozeman). The Legislature approved the request to establish a high school district at Ophir during the 2007 session. The new high school is scheduled to open in the fall of 2009. The Office of Public Instruction's Accreditation

Division has been providing technical assistance to the Ophir District since the fall of 2007. A copy of the accreditation process timeline is attached. The accreditation team that will oversee this process and provide the Board with a final recommendation has made two visits. This report was a brief overview of the process to date and the status of the project. Ms. Anne Marie Mistretta, Superintendent of Ophir Schools, presented a PowerPoint during this report. Discussion ensued about the following: the hiring of highly qualified teachers, school being started by the community, writing of the curriculum, beginning a sister school, distance learning, history themes, professional development, common planning time, starting salaries, and living arrangements for staff. The 3rd progress report will come before the Board of Public Education in May 2009 and the Board will take final action in July 2009, allowing the school to open in August 2009. This affirmative action may only occur if all accreditation standards have been met.

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 22 RECOMMENDATIONS FOR ACTION ON THE FRAZER PUBLIC SCHOOLS PLAN FOR NON-LICENSED TEACHERS - Dale Kimmet

This presentation to the Board of Public Education for consideration provided the plan from Frazer Public Schools to correct the non-licensed teachers issue as recommended by State Superintendent Denise Juneau. Frazer Public Schools, Board Chair, Ms. Rita Talks Different, submitted a letter to Mr. Dale Kimmet dated February 10, 2009 which stated, "As of January 23, 2009 [Frazer Public Schools] have hired Mr. Kay Fjeld, Folio #44106, to teach 7-12 Science. Also Mr. Harry Hatton, Folio #82826, became certified after a lengthy time due to lost papers and re-applying several times for various needed materials." State Superintendent Denise Juneau recommends approval of Frazer Public Schools' plan for non-licensed teachers.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent Denise Juneau's recommendation to approve the Frazer Public Schools' plan for non-licensed teachers. Mr. Cal Gilbert seconded. Motion carried unanimously.

Item 23 RECOMMENDATIONS FOR ACTION ON THE BROCKTON PUBLIC SCHOOLS PLAN FOR NON-LICENSED TEACHERS - Dale Kimmet

- I. Excerpt from the Board of Public Education's letter to Brockton Board Chair dated January 13, 2009:
"By February 20, 2009 the district working with the Accreditation Division of the Office of Public Instruction must develop a definite plan that would stop the use of the non-licensed teacher(s). This plan must address the letter and intent of both accreditation rule (ARM 10.55.707) and state statute (20.4.101). This Board will then review the plan and the State Superintendent's recommendation to approve or disapprove the plan at the March meeting.

The district is advised that if such a plan is not forthcoming or if it is not recommended for approval by the State Superintendent, that such a circumstance could have a direct and adverse affect on its 2009-2010 accreditation status."

- II. Comments/Recommendations:
 1. The plan submitted does not satisfy the requirements of the BPE's letter.
 2. Dale Kimmet, Accreditation Specialist, did call Superintendent Whitesell and offer some possible solutions.
 3. Recommendation: The plan as submitted be disapproved.

4. Recommend the following next step:
That the Office of Public Instruction be asked to arrange for a meeting with the Board Chair and Superintendent Whitesell in Brockton as soon as possible to deliver and discuss the disapproval letter. The disapproval letter will also contain a request that Superintendent Whitesell and the Board Chair appear before the Board of Public Education at the May 2009 meeting in Great Falls.

Mr. Rodney Burshia, Chair of the Brockton Board of Trustees, and Mr. Richard Whitesell, Superintendent, were directed to appear before the Board on January 9, 2009 to address the deficiencies that have been identified by the Office of Public Instruction. Neither one appeared. Mr. Whitesell did write a letter to the Board indicating that he would not be in attendance at the January meeting due to weather and road conditions. A conference call was arranged to have a dialogue with the Board. When the Board called Mr. Whitesell on the conference phone during that particular item, Mr. Whitesell did not answer the phone. Mr. Richard Whitesell did respond to Mr. Dale Kimmet via a letter dated February 11, 2009 that stated:

“We continue to attempt to find a licensed music teacher and have not done so and probably will not this school year. We will continue to advertise and seek to fill the vacancy with a certified teacher. In the interim my Board and I have concluded that Ms. Zahn will finish the current school year. This will not satisfy you, but I believe our children are better off with this non-certified teacher than they would be with no teacher.”

State Superintendent Denise Juneau recommended that the Brockton’s Public School plan for a non-licensed teacher be disapproved and the Office of Public Instruction should be asked by the Board of Public Education to arrange for a meeting with the Board Chair and Superintendent Whitesell in Brockton as soon as possible to deliver and discuss the disapproval letter. The disapproval letter will contain a request that Superintendent Whitesell and the Board Chair appear before the Board of Public Education at the May 7-8, 2009 meeting in Great Falls.

MOTION: Mr. Storrs Bishop moved that the Board of Public Education accept State Superintendent Denise Juneau’s recommendation to disapprove Brockton Public School’s plan for a non-licensed teacher and OPI will arrange for a meeting with the Board Chair and Superintendent Whitesell in Brockton to deliver and discuss the disapproval letter. The disapproval letter will contain a request that Superintendent Whitesell and the Board Chair appear before the Board of Public Education at the May 7-8, 2009 meeting in Great Falls. Ms. Angela McLean seconded.

Discussion centered on the needs of the students and confronting these issues directly and letting the public know that the Board of Public Education, along with the Office of Public Instruction, will take action to address these problems. It was also stressed that the BPE and the OPI will work with school districts to comply with the standards to ensure that the students are receiving the proper education. Mr. Al McMilin clarified that the accreditation status that is in question for Brockton is for the 2009-2010 school year and Mr. Storrs Bishop stressed that the superintendent of schools works for the school board and the school board is the body who is ultimately accountable. The school board may not understand the seriousness of this issue.

Motion passed 5 to 1.

State Superintendent Denise Juneau departed at 11:50 AM

DISCUSSION ITEMS

Item 19 REPORT ON SECOND YEAR OF PROVISIONAL ACCREDITATION – VALLEY CHRISTIAN HIGH SCHOOL, MISSOULA, MONTANA - Dale Kimmet

Valley Christian High School is in the second year of provisional status for reinstatement of regular accreditation status. The visitation team included Mr. Dale Kimmet, OPI Accreditation Specialist; Ms. Colet Bartow, OPI Library/Media Specialist; Mr. Hugh Smith, Principal, Great Falls Central High School; and Mr. Kent Paulsen, Principal Whitefish High School. The team completed the second annual visit on November 12, 2008. The proposed 2008-09 accreditation letter to Valley Christian High School was included. The letter states, "In accordance with the accreditation standards and information provided to this office [Office of Public Instruction], and acting on the recommendations of the Superintendent of Public Instruction, the Board of Public Education has granted the following accreditation status to the school(s) in your district." Valley Christian High School's accreditation status is regular with deviation. The significant issues dealing with the library have been satisfactorily resolved. The curriculum guide of the Valley Christian High School does not meet the minimum requirements for alignment with the Montana Content Standards and Performance Descriptors, which results in the regular with deviation accreditation status.

Item 20 PROGRESS REPORT ON 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 on on-site accreditation visits for schools with continuing serious accreditation deviations. The final report, which verifies the current status of those plans following a review of the 2008-2009 Annual Data Collection, will be presented to the Board of Public Education at the May 2009 meeting.

The State Superintendent of Public Instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently, and with intention toward continuous education improvement? The State Superintendent follows the process approved by the Board of Public Education to address ongoing accreditation deviations. The Accreditation Response Options for Continuing Deviations was included.

The progress report included the following schools along with the deviation:

- Pryor Schools – Continued non-receipt of improvement plans, no librarian, and no World Language or Career and Technology course offerings for the 7th grade
- Lambert Schools – Non-licensed teacher
- Plentywood Schools – Non-licensed teacher
- Lewistown Elementary Schools – Not enough library FTE for all the elementary schools

Mr. Storrs Bishop and Dr. Sylvia Moore departed at 12:15 PM

Ms. Joyce Silverthorne represented State Superintendent Denise Juneau at 12:30 PM

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 26 RECOMMEND APPROVAL OF NEW PROGRAMS PROPOSED BY ROCKY MOUNTAIN COLLEGE FOR ENDORSEMENTS IN ENGLISH EDUCATION MINOR AND A READING MINOR - Dr. Linda Vrooman Peterson

At the January meeting of the Board of Public Education, the Office of Public Instruction provided for discussion the materials relating to the proposal from Rocky Mountain College to add an English Education Minor and a Reading K-12 Minor to its education curriculum. Dr. Barbara J. Vail, Director of Education and Associate Academic Vice President, and Dr. Jo Swain, Lead Faculty for these proposed

programs, presented the rationale, course description, and support for the proposed programs. The Office of Public Instruction reviewed the materials for proposed programs and recommends approval of English Education Minor and Reading K-12 Minor. In 2011, the OPI will conduct an on-site visit of Rocky Mountain College to review the implementation of the two programs. A report will be provided to the Superintendent and to the Board of Public Education. The Office of Public Instruction recommended approval of the new programs for English Education Minor and Reading K-12 Minor.

MOTION: Ms. Angela McLean moved to approve the new programs for English Education Minor and Reading K-12 Minor as recommended by State Superintendent Denise Juneau. Mr. Bernie Olson seconded. Motion carried unanimously. Mr. Storrs Bishop was absent for the vote.

Item 27 RECOMMEND APPROVAL OF NOTICE OF AMENDMENT RELATING TO ARM 10.57.102 THROUGH 10.57.611 CHAPTER 57 EDUCATOR LICENSURE – Elizabeth Keller, Kim Warrick, and Peter Donovan

At the January 2009 meeting, the Board of Public Education approved the Notice of Public Hearing and timeline relating to Chapter 57 Educator Licensure. This presentation requested the Board of Public Education to take final action on the proposed Notice of Adoption relating to ARM 10.57.102 through 10.57.611 Chapter 57 Educator Licensure. On February 24, 2009, the Board of Public Education conducted a public hearing on the proposed amendments. The comments and the Board of Public Education's responses are contained in the Notice of Adoption.

MOTION: Ms. Angela McLean moved to approve the amendment 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 as noticed. Ms. Sharon Carroll seconded.

Mr. Steve Meloy apprised the Board that he questioned Mr. Jim Standaert from the Legislative Fiscal Division if the staff for the Education and Local Government Interim Committee has the authority to proceed with an analysis prior to the convening of the Interim Committee. This may delay implementation of the rule if they find fiscal impact. Mr. Meloy has not received a response from Mr. Standaert to date and stated the Board may go ahead and adopt the rule as noticed. If SB67 is passed then this process will be tightened down even further in the future. Discussion continued about the Board's autonomy. In addition, this is the time that license renewals are at the peak. This rule will impact how the licensure department at the Office of Public Instruction will proceed.

Motion passed unanimously. Mr. Storrs Bishop was absent for the vote.

CLOSED SESSION FOR ITEM 28 AT 1:00 PM

Mr. Storrs Bishop arrived at 1:00 PM

Item 28 DENIAL HEARING - BPE CASE #2009-01 - Steve Meloy and Ann Gilkey, Attorney, OPI

OPENED SESSION AT 1:12 PM

MOTION: Ms. Angela McLean moved to uphold the Montana State Superintendent's action to deny a Montana teaching license in the BPE Denial Case #2009-01. Mr. Cal Gilbert seconded. Motion passed unanimously.

Item 21 REVISED 2007-08 IMPROVEMENT PLANS FOR SCHOOLS WITH ADVICE OR

**DEFICIENCY ACCREDITATION STATUS AND SCHOOLS WITH REGULAR WITH
DEVIATION STATUS DUE TO MISASSIGNMENTS - Dale Kimmet**

This presentation provided the Board of Public Education with a progress report of the improvement plans to correct accreditation deviations. This report provided the current information on the action taken by schools to meet the 2007-2008 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 report. He pulled Brockton Public Schools in Roosevelt County and Frazer Public Schools in Valley County due to the fact that the Board has already taken action. Attention was directed to OPI's recommendation concerning Boulder, Highland, Poly Drive, and Meadowlark Elementary Schools in Yellowstone County due to insufficient counseling FTE. This is the 4th year that all four schools have had this deviation. OPI recommends that a meeting be set up in March with Superintendent Jack Copps. At that meeting OPI needs to stress the requirements that need to be met and again, offer any technical assistance in developing a new improvement plan. In addition, discuss with Mr. Copps the process outlined under Accreditation Response Options for Continuing Deviations protocol. The Accreditation team will provide an update report at the BPE meeting in May.

MOTION: Mr. Storrs Bishop moved to accept the Progress Report on Revised 2007-2008 Improvement Plans for Schools with Advice or Deficiency Accreditation Status and Schools with Regular with Deviation Status Due to Misassignments as submitted. Ms. Angela Mclean seconded. Motion passed unanimously.

Mr. Dale Kimmet did not report on the *Summary of Improvement Plans Submitted by Schools Receiving Regular with Deviation Status Due to Misassignments* because he did not provide the involved schools an adequate deadline to respond. The report will be presented to the Board of Public Education at its May meeting.

**Item 24 RECOMMENDATIONS FOR ACTION – ALTERNATIVE TO STANDARD REQUESTS
Dale Kimmet**

This presentation provided 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 was included. Mr. Al McMilin provided the Board of Public Education with an overview of the alternative standard process per ARM 10.55.604 and why school districts choose to use alternative standards. It could be because complying with the current standard is not viable or maybe the district simply came up with a better way to meet or exceed the standard. Mr. Storrs Bishop expressed his opinion that the Board needs to take the State Superintendent's recommendations very seriously because of the process that the Office of Public Instruction and the accreditation team has completed to provide an accurate picture to the Board.

A memorandum to State Superintendent Denise Juneau dated February 8, 2009 included the review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration, 2 renewal alternative standard requests representing 2 districts and 2 schools that have been received and evaluated in accordance with ARM 10.55.604, and 3 initial alternative standard requests representing 3 districts and 3 schools that have been received and evaluated in accordance with ARM 10.55.604. Mr. Al McMilin and Mr. Dale Kimmet reviewed the proposals.

MOTION: Mr. Storrs Bishop moved to approve the State Superintendent's recommendations of the alternative standard requests as presented because the proposals meet or exceed the current standard. Ms. Angela McLean seconded. Motion passed unanimously.

A spreadsheet was provided that included the current approved variances. The white bands indicated that the standards are approved and ongoing, the green bands indicated standards that are being renewed

because they expire 6/30/2009, and the yellow bands indicated the schools that are being reviewed for action at this meeting. The Office of Public Instruction intends to have this spreadsheet updated for every Board of Public Education meeting to review the progress of schools.

**Item 25 2008-09 FINAL ACCREDITATION STATUS RECOMMENDATIONS – ALL SCHOOLS
Dale Kimmet**

This presentation provided to the Board of Public Education for consideration the final 2008-2009 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. The report was included. Mr. Dale Kimmet reviewed the Montana Accreditation History All Schools graph which included an extra category of Regular with Deviation identified in green. The overall percentage of schools in Regular status increased by 6%, Regular with Deviation increased by 1%, Advise decreased by 4%, and Deficiency decreased by 3% since the 2007-2008 report. This demonstrates a significant improvement overall out of the 843 schools accredited. Pages 14 – 16 of the report included the summary of districts and schools in Advice and Deficiency Status which was what the Board of Public Education took action on for this item. The same person providing services in multiple schools is boxed for the following reports: 2008-2009 Summary of Library and Counseling Accreditation Issues Report, Teacher Misassignments by County/District 2008-2009, and Nonlicensed Teachers by County/District 2008-2009.

Mr. Dale Kimmet stressed that the data will become more reliable if the rules remain the same over a period of time. Discussion continued about methods to ensure that teachers are aware of renewing their licenses prior to expiring and the concern of increasing class size due to budget constraints.

MOTION: Mr. Storrs Bishop moved to approve the State Superintendent's recommendations as presented in the 2008-2009 Montana Final Accreditation Status Report. Ms. Angela McLean seconded. Motion passed unanimously.

Item 29 MACIE REAUTHORIZATION - Steve Meloy

State Superintendent Denise Juneau recommended, in a letter to Ms. Patty Myers dated February 23, 2009, that the Board of Public Education take action to renew the Montana Advisory Council on Indian Education (MACIE) through September 2010 to ensure the continuing partnership between MACIE, the Board, and the State Superintendent.

MOTION: Mr. Cal Gilbert moved to extend the reauthorization of the Montana Advisory Council on Indian Education (MACIE) to September 2010. Mr. Bernie Olson seconded.

Mr. Steve Meloy offered an amendment to the motion: "to extend the reauthorization of the Montana Advisory Council on Indian Education (MACIE) to September 2010 **based on the State Superintendent's recommendation.**

Mr. Cal Gilbert accepted the amendment.

Motion passed unanimously.

A nomination letter written by Ms. Lynn Hinch, Acting Administrator of the Indian Education Division, dated March 10, 2009, was provided to Ms. Patty Myers from State Superintendent Denise Juneau at the meeting to accept the nomination of James DeHerrera. If accepted Mr. James DeHerrera will represent the Montana School Board Association (MTSBA) on the Montana Advisory Council on Indian Education (MACIE).

MOTION: Mr. Cal Gilbert moved to accept the nomination of Mr. James DeHerrera to represent MTSBA on the Montana Advisory Council on Indian Education (MACIE). Mr. Bernie Olson seconded.

Mr. Steve Meloy offered the following amendment to the motion: "to accept **the State Superintendent's recommendation the nomination of to nominate** James DeHerrera to represent MTSBA on the Montana Advisory Council on Indian Education (MACIE)."

Mr. Cal Gilbert accepted the amendment.

Motion passed unanimously.

Item 30 BPE STRATEGIC PLANNING 2008-2013 - Patty Myers

Ms. Patty Myers submitted a different version of the draft mission statement and strategic goals for the Board of Public Education for 2008-2013 than the version previously provided by Mr. Steve Meloy. Ms. Myers explained that she wanted to be more concise and exclude the word reform from goal 2 because high schools do not need to be reformed. Ms. Patty Myers asked her daughter, who is an English teacher, and Mr. Eric Feaver to assist her in the revision of the language for the document. Ms. Patty Myers expressed her appreciation to Mr. Steve Meloy for the work that he completed and her desire to maintain the integrity of his work.

MOTION: Mr. Bernie Olson moved to accept Ms. Patty Myers' more succinct version of the mission statement and strategic goals for the Montana Board of Public Education for 2008-2013. Mr. Storrs Bishop seconded.

Mr. Steve Meloy agreed that it is a much better document and reflects the work of the Board and its partners from the Strategic Planning Session.

Motion passed unanimously.

INFORMATION ITEM

Item 34 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Mr. Steve Gettel introduced Ms. Lisa Cannon, the Consulting Audiologist for MSDB. Ms. Cannon spoke extensively on the referral process and expressed the need to increase communication between the community, teachers, administrators, staff, audiologists, etc... to meet the needs of the child. Other topics included: Student Enrollment/Evaluation, personnel Actions, update of current year CEP and effectiveness report, strategic plan draft presentation, concept proposal for Professional Development Institute, report on hearings and status of budget, update on in-service training, update projects and grants concerning the MSDB Foundation, conferences, meetings, update on current project concerning facilities and safety, school calendar of events, and student news. Discussion centered on state funded schools like MSDB will not have access to funds made available through the American Recovery and Reinvestment Act. OPI indicated that the funds made available to the school through IDEA discretionary grants will increase in the next fiscal year.

ACTION ITEMS

CLOSED SESSION FOR ITEMS 31-33 AT 3:50 PM

Ms. Sharon Carroll Departed at 3:50 PM

OPENED SESSION AT 4:45 PM

**Item 31 MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT
EXTENSION - Patty Myers**

MOTION: Ms. Angela McLean moved to extend the MSDB Superintendent's contract until June 30, 2012. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms Sharon Carroll was absent for the vote.

**Item 32 EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT
EXTENSION - Patty Myers**

MOTION: Ms. Angela McLean moved to extend the Executive Secretary's contract until June 30, 2012. Mr. Storrs Bishop seconded. Motion passed unanimously. Ms. Sharon Carroll was absent for the vote.

Item 33 ESTABLISH EXECUTIVE STAFF SALARIES - Patty Myers

This item was postponed until the May 7-8, 2009 BPE meeting.

PRELIMINARY AGENDA ITEMS – May 7-8, 2009

Montana School for the Deaf and Blind, Great Falls, MT

Student Representative Survey Report
CSPAC Appointments
BASE Aid Payment Schedule
Assessment Update
Alternative Standards Request & Renewals
MACIE Update
NCLB Update

MOTION: Mr. Storrs Bishop moved to adjourn the meeting. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Sharon Carroll was absent for the vote.

Meeting adjourned at 4:52 PM

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

ORG: 1 - BOARD OF PUBLIC EDUCATION
 MGR NAME: MELOY, STEVE

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
						CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	01100	9,459.60	86,819.25			86,819.25	
61104 Vacation	01100		585.57			585.57	
TOTAL 61100 Salaries		9,459.60	87,404.82			87,404.82	
61301 Per Diem	01100		200.00			200.00	
61401 FICA	01100	691.29	6,452.21			6,452.21	
61402 Retirement - Other	01100	158.46	1,440.16			1,440.16	
61403 Group Insurance	01100	1,189.44	9,699.83			9,699.83	
61404 Workers Compensation Insur	01100	134.16	1,237.99			1,237.99	
61404A State Fund Dividend-NONBUDG	01100		44.05-			44.05-	
61410 State Unemployment Tax	01100	52.02	480.68			480.68	
61411 Teachers Retirement	01100	682.50	6,338.53			6,338.53	
TOTAL 61400 Employee Benefits		2,907.87	25,605.35			25,605.35	
TOTAL 61000 Personal Services		12,367.47	113,210.17			113,210.17	
62102 Consult & Prof Services	01100		7.00			7.00	
62104 Insurance & Bonds	01100		325.50			325.50	
62108 Legal Fees & Court Costs	01100		361.20			361.20	
62113 Warrant Writing Services	01100		36.92			36.92	
62114 Payroll Service Fees	01100		56.50			56.50	
62148 SABHRS Administrative Costs	01100		1,442.64			1,442.64	
62174 Data Network Serv/D Of A	01100		105.00			105.00	
62191 Printing/Other Provider	01100		96.55			96.55	
62199 General	01100		2,130.00			2,130.00	
TOTAL 62100 Other Services			4,561.31			4,561.31	
62212 Photo & Reproduction	01100	96.87	1,272.58			1,272.58	
62213 Professional	01100	2.40	2.40			2.40	
62236 Ofc Supplies/Central Stores	01100		400.03			400.03	
62241 Office Sup/Minor Equip-NonStat	01100	304.81	1,393.50			1,393.50	
62280 Program Expense	01100	49.44	189.44			189.44	
TOTAL 62200 Supplies & Materials		453.52	3,257.95			3,257.95	
62304 Postage & Mailing	01100	105.25	613.68			613.68	
62309 Advertising - Non Recruiting	01100		66.50			66.50	
62319 Cellular Phones	01100	58.42	526.99			526.99	
62370 Telephone Equip Chrg/D Of A	01100		525.00			525.00	
62385 Long Distance Chrg/D Of A	01100		158.12			158.12	
TOTAL 62300 Communications		163.67	1,890.29			1,890.29	
62401 In-State Personal Car Mileage	01100		135.72			135.72	
62404 In-State State Motor Pool	01100		183.60			183.60	
62407 In-State Meals	01100		40.00			40.00	
62408 In-State Lodging	01100		622.46			622.46	
62410 In-State Meals Overnight	01100		120.00			120.00	
62412 Out-Of-State Commercial Trans	01100		678.00			678.00	
62427 Commuter Allowance	01100		3.00			3.00	
62485 NonEmployOutStateCommerc/Trans	01100		199.71			199.71	
62489 Non-Employee In State Mileage	01100	1,356.30	9,623.00			9,623.00	
62490 Non-Employee In State Meals	01100	208.00	1,668.00			1,668.00	

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
						CURR+PRIOR	
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
62497 Non-Employee In-State Lodging	01100	734.77	5,507.88			5,507.88	
TOTAL 62400 Travel		2,299.07	18,781.37			18,781.37	
62512 Storage	01100		32.50				32.50
62528 Rent-Non Dept of Admin	01100	544.39	5,447.90			5,447.90	
TOTAL 62500 Rent		544.39	5,480.40			5,480.40	
62801 Dues	01100		21,677.00			21,677.00	
62802 Subscriptions	01100		198.51			198.51	
62817 Meetings/Conference Costs	01100		1,390.00			1,390.00	
62878 Parking Fees	01100		322.00			322.00	
62888 Statewide Indirect Costs	01100		2,650.26			2,650.26	
TOTAL 62800 Other Expenses			26,237.77			26,237.77	
TOTAL 62000 Operating Expenses		3,460.65	60,209.09			60,209.09	
TOTAL FUND 01100 General Fund		15,828.12	173,419.26			173,419.26	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		15,828.12	173,419.26			173,419.26	
PART-B BUDGET REVENUE ACCOUNT SUMMARY							
512030 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							
62000 Operating Expenses	01100 2008 235H1		2,159.28			2,159.28	
TOTAL SUB-CLS 235H1 ADMINISTRATION			2,159.28			2,159.28	
TOTAL FUND 01100 General Fund			2,159.28			2,159.28	
TOTAL PROGRAM 2008			2,159.28			2,159.28	
61000 Personal Services	01100 2009 235H1	137,879.00				137,879.00	82
61000 Personal Services	01100 2009 235H8	1,970.17				1,903.05	3
61000 Personal Services	02122 2009 235H1	298.00				298.00	
61000 Personal Services	02122 2009 235H8	53.89				53.89	
TOTAL 61000 Personal Services		140,201.06				113,254.22	81
62000 Operating Expenses	01100 2009 235H1	81,400.00				60,509.09	74
TOTAL SUB-CLS 235H1 ADMINISTRATION		219,279.00				173,696.19	79
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)		1,970.17				1,903.05	3
TOTAL FUND 01100 General Fund		221,249.17				173,763.31	79
TOTAL SUB-CLS 235H1 ADMINISTRATION		298.00				298.00	
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)		53.89				53.89	
TOTAL FUND 02122 Advisory Council		351.89				351.89	

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

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

PART-B BUDGET EXPENSE ACCOUNT SUMMARY
ACCOUNT TOTAL PROGRAM 2009 FUND PROG SUB-CLS BUDGET ENCUMBERED EXPENDED BALANCE %
221,601.06 221,601.06 2,159.28- 173,763.31 47,837.75 78

TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 221,601.06 2,159.28- 173,763.31 47,837.75 78

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS		AMOUNT	VCHR-ID	VENDOR NAME
ACCNT	JRNL-ID DATE JRNL-LN DESCRIPTION			
61101	PAY1808701 03/10/2009 000013 PPE 02/27/09 IE1 ON-CYCLE	4,727.00		
61101	PAY1808701 03/10/2009 000021 PPE 02/27/09 IE1 ON-CYCLE	2.80		
61101	PAY1814194 03/24/2009 000013 PPE 03/13/09 IF1 ON-CYCLE	4,727.00		
61101	PAY1814194 03/24/2009 000019 PPE 03/13/09 IF1 ON-CYCLE	2.80		
TOTAL	61101 Regular	9,459.60		
61401	PAY1808701 03/10/2009 000001 PPE 02/27/09 IE1 ON-CYCLE	345.44		
61401	PAY1808701 03/10/2009 000022 PPE 02/27/09 IE1 ON-CYCLE	0.21		
61401	PAY1814194 03/24/2009 000001 PPE 03/13/09 IF1 ON-CYCLE	345.43		
61401	PAY1814194 03/24/2009 000023 PPE 03/13/09 IF1 ON-CYCLE	0.21		
TOTAL	61401 FICA	691.29		
61402	PAY1808701 03/10/2009 000006 PPE 02/27/09 IE1 ON-CYCLE	0.05		
61402	PAY1808701 03/10/2009 000020 PPE 02/27/09 IE1 ON-CYCLE	79.18		
61402	PAY1814194 03/24/2009 000006 PPE 03/13/09 IF1 ON-CYCLE	0.05		
61402	PAY1814194 03/24/2009 000021 PPE 03/13/09 IF1 ON-CYCLE	79.18		
TOTAL	61402 Retirement - Other	158.46		
61403	PAY1808701 03/10/2009 000015 PPE 02/27/09 IE1 ON-CYCLE	0.37		
61403	PAY1808701 03/10/2009 000023 PPE 02/27/09 IE1 ON-CYCLE	594.35		
61403	PAY1814194 03/24/2009 000015 PPE 03/13/09 IF1 ON-CYCLE	0.37		
61403	PAY1814194 03/24/2009 000022 PPE 03/13/09 IF1 ON-CYCLE	594.35		
TOTAL	61403 Group Insurance	1,189.44		
61404	PAY1808701 03/10/2009 000002 PPE 02/27/09 IE1 ON-CYCLE	67.04		
61404	PAY1808701 03/10/2009 000003 PPE 02/27/09 IE1 ON-CYCLE	0.04		
61404	PAY1814194 03/24/2009 000002 PPE 03/13/09 IF1 ON-CYCLE	67.04		
61404	PAY1814194 03/24/2009 000003 PPE 03/13/09 IF1 ON-CYCLE	0.04		
TOTAL	61404 Workers Compensation Insur	134.16		
61410	PAY1808701 03/10/2009 000010 PPE 02/27/09 IE1 ON-CYCLE	0.01		
61410	PAY1808701 03/10/2009 000019 PPE 02/27/09 IE1 ON-CYCLE	26.00		
61410	PAY1814194 03/24/2009 000007 PPE 03/13/09 IF1 ON-CYCLE	0.01		
61410	PAY1814194 03/24/2009 000020 PPE 03/13/09 IF1 ON-CYCLE	26.00		
TOTAL	61410 State Unemployment Tax	52.02		
61411	PAY1808701 03/10/2009 000011 PPE 02/27/09 IE1 ON-CYCLE	341.06		
61411	PAY1808701 03/10/2009 000017 PPE 02/27/09 IE1 ON-CYCLE	0.19		
61411	PAY1814194 03/24/2009 000008 PPE 03/13/09 IF1 ON-CYCLE	341.06		
61411	PAY1814194 03/24/2009 000016 PPE 03/13/09 IF1 ON-CYCLE	0.19		
TOTAL	61411 Teachers Retirement	682.50		
62212	ACC1811385 03/17/2009 000050 Refreshments,copies, postage	12.50	00002079	CAROL WILL
62212	ACC1815627 03/27/2009 000007 Copier	84.37	00002084	LYON FINANCIAL SERVICES INC
TOTAL	62212 Photo & Reproduction	96.87		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
 ELAPSED TIME YTD: 75%

ACCNT	JRNL-ID	DATE	JRNL-IN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62213	0001807851	03/06/2009	000001	Professional	2.40		
62241	ACC1808116	03/07/2009	000006	Refreshments	15.00	00002065	SWEET FLOURS BAKE SHOPPE
62241	ACC1811385	03/17/2009	000051	Refreshments,copies, postage	100.57	00002079	CAROL WILL
62241	ACC1815627	03/27/2009	000009	Refreshments	69.77	00002086	ALBERTSONS INC
62241	ACC1815627	03/27/2009	000010	Supplies	31.49	00002087	STAPLES
62241	0001805429	03/01/2009	000001	Office Sup/Minor Equip-NonStat	87.98		
TOTAL	62241	Office Sup/Minor Equip-NonStat			304.81		
62280	ACC1808116	03/07/2009	000007	Water	19.00	00002064	LEHRKINDS INC
62280	ACC1808116	03/07/2009	000009	Cable	30.44	00002066	BRESNAN COMMUNICATIONS LLC
TOTAL	62280	Program Expense			49.44		
62304	ACC1811385	03/17/2009	000054	Refreshments,copies, postage	6.07	00002079	CAROL WILL
62304	0001815406	03/26/2009	000001	Postage & Mailing	99.18		
TOTAL	62304	Postage & Mailing			105.25		
62319	ACC1811385	03/17/2009	000055	Cell Phone	58.42	00002078	VERIZON WIRELESS SERVICES LLC
62489	ACC1811385	03/17/2009	000056	Mileage, Meals	195.80	00002067	CAL GILBERT
62489	ACC1811385	03/17/2009	000058	Mileage, Lodging, Meals	286.00	00002081	SHARON CARROLL
62489	ACC1811385	03/17/2009	000059	Mileage, Lodging, Meals	246.40	00002068	KATIE WOOD
62489	ACC1811385	03/17/2009	000061	Mileage and Meals	198.00	00002083	ANGELA MCLEAN
62489	ACC1811385	03/17/2009	000062	Mileage, Lodging, Meals	122.10	00002069	STORRS BISHOP
62489	ACC1811385	03/17/2009	000065	Mileage, Lodging, Meals	210.10	00002070	BERNIE OLSON
62489	ACC1811385	03/17/2009	000067	Mileage, Lodging, Meals	97.90	00002071	PATTY MYERS
TOTAL	62489	Non-Employee In State Mileage			1,356.30		
62490	ACC1811385	03/17/2009	000070	Mileage, Meals	6.00	00002067	CAL GILBERT
62490	ACC1811385	03/17/2009	000072	Mileage, Lodging, Meals	52.00	00002081	SHARON CARROLL
62490	ACC1811385	03/17/2009	000073	Mileage, Lodging, Meals	12.00	00002068	KATIE WOOD
62490	ACC1811385	03/17/2009	000075	Mileage and Meals	6.00	00002083	ANGELA MCLEAN
62490	ACC1811385	03/17/2009	000076	Mileage, Lodging, Meals	40.00	00002069	STORRS BISHOP
62490	ACC1811385	03/17/2009	000079	Mileage, Lodging, Meals	52.00	00002070	BERNIE OLSON
62490	ACC1811385	03/17/2009	000080	Mileage, Lodging, Meals	40.00	00002071	PATTY MYERS
TOTAL	62490	Non-Employee In State Meals			208.00		
62497	ACC1811385	03/17/2009	000084	Mileage, Lodging, Meals	158.04	00002081	SHARON CARROLL
62497	ACC1811385	03/17/2009	000085	Mileage, Lodging, Meals	82.39	00002068	KATIE WOOD
62497	ACC1811385	03/17/2009	000087	Mileage, Lodging, Meals	164.78	00002069	STORRS BISHOP
62497	ACC1811385	03/17/2009	000089	Mileage, Lodging, Meals	164.78	00002070	BERNIE OLSON
62497	ACC1811385	03/17/2009	000092	Mileage, Lodging, Meals	164.78	00002071	PATTY MYERS
TOTAL	62497	Non-Employee In-State Lodging			734.77		
62528	ACC1815627	03/27/2009	000011	April Rent	544.39	00002085	SEB LLP

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 15,828.12

REPORT ID: MTGL0106-0
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MARCH 2009
 STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 100 - MT Commission on Teaching 01
 MGR NAME: MELOY,STEPHEN
 PAGE NO. 1
 RUN DATE: 04/01/2009
 RUN TIME: 03:24:47

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY						CURR+PRIOR	
62493 Non-Employee Out State Lodging	08116		409.92			409.92	
TOTAL FUND 08116 Montana Commission on Teaching			409.92			409.92	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY			409.92				409.92

STATE OF MONTANA

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

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

PAGE NO. 1
RUN DATE: 04/01/2009
RUN TIME: 03:24:47

PART-B BUDGET REVENUE ACCOUNT SUMMARY
ACCOUNT FUND PROG
512030 Accommodations Tax 01100 2009
TOTAL FUND 01100 General Fund

ELAPSED TIME YTD: 75%
BALANCE
200.00
200.00
200.00
200.00
200.00

ESTIMATE RECOGNIZED

200.00
200.00

TOTAL PROGRAM 2009

TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY

200.00

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

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
02122	6,970.28	63,347.81			CURR+PRIOR	63,347.81
01100	300.00	1,400.00				1,400.00
02122	520.01	4,750.66				4,750.66
02122	142.40	1,294.15				1,294.15
02122	1,314.56	10,720.17				10,720.17
02122	124.62	1,132.56				1,132.56
02122	38.34	348.47				348.47
02122	468.40	4,256.99				4,256.99
02122	2,608.33	22,503.00				22,503.00
TOTAL	9,878.61	87,250.81				87,250.81

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

FUND	PROG SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
01100	2009 235H3	3,075.00		1,400.00	1,675.00	46
02122	2009 235H1	103,692.00		85,687.13	18,004.87	83
02122	2009 235H8	1,507.00		163.68	1,343.32	11
TOTAL	61000 Personal Services	108,274.00		87,250.81	21,023.19	81
TOTAL SUB-CLS	235H3 ADVISORY CNCL REIMB INC	3,075.00		1,400.00	1,675.00	46
TOTAL FUND	01100 General Fund	3,075.00		1,400.00	1,675.00	46

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1808700	03/10/2009	000010	PPE 02/27/09 IE1 ON-CYCLE	3,353.86		
61101	PAY1808700	03/10/2009	000012	PPE 02/27/09 IE1 ON-CYCLE	6.22		
61101	PAY1808701	03/10/2009	000014	PPE 02/27/09 IE1 ON-CYCLE	125.06		
61101	PAY1814193	03/24/2009	000011	PPE 03/13/09 IF1 ON-CYCLE	3,353.86		
61101	PAY1814193	03/24/2009	000013	PPE 03/13/09 IF1 ON-CYCLE	6.22		
61101	PAY1814194	03/24/2009	000014	PPE 03/13/09 IF1 ON-CYCLE	125.06		
TOTAL	61101 Regular				6,970.28		
61301	ACC1811385	03/17/2009	000047	Per Diem	100.00	00002073	TONIA BLOOM
61301	ACC1811385	03/17/2009	000048	Per Diem	100.00	00002069	STORRS BISHOP
61301	ACC1811385	03/17/2009	000049	Per Diem	100.00	00002070	BERNIE OLSON
TOTAL	61301 Per Diem				300.00		
61401	PAY1808700	03/10/2009	000005	PPE 02/27/09 IE1 ON-CYCLE	250.64		

TOTAL PROGRAM 2009

TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY

TOTAL PART-C BUDGET EXPENSE ACCOUNT SUMMARY

ORGANIZATION DETAIL REPORT
 ORG: 30 - Advisory Council Program 01
 MGR NAME: MELOY,STEPHEN

REPORT ID: MTGL0106-0
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: MARCH 2009

VENDOR NAME

VCHR-ID

AMOUNT

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT#	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	IE1	ON-CYCLE	AMOUNT
61401	PAY1808700	03/10/2009	000013	PPE 02/27/09	IE1	ON-CYCLE	0.48
61401	PAY1808701	03/10/2009	000007	PPE 02/27/09	IE1	ON-CYCLE	8.89
61401	PAY1814193	03/24/2009	000006	PPE 03/13/09	IF1	ON-CYCLE	250.63
61401	PAY1814193	03/24/2009	000014	PPE 03/13/09	IF1	ON-CYCLE	0.48
61401	PAY1814194	03/24/2009	000009	PPE 03/13/09	IF1	ON-CYCLE	8.89
TOTAL	61401	FICA					520.01
61402	PAY1808700	03/10/2009	000008	PPE 02/27/09	IE1	ON-CYCLE	0.34
61402	PAY1808700	03/10/2009	000015	PPE 02/27/09	IE1	ON-CYCLE	62.06
61402	PAY1808701	03/10/2009	000016	PPE 02/27/09	IE1	ON-CYCLE	8.80
61402	PAY1814193	03/24/2009	000008	PPE 03/13/09	IF1	ON-CYCLE	0.34
61402	PAY1814193	03/24/2009	000015	PPE 03/13/09	IF1	ON-CYCLE	62.06
61402	PAY1814194	03/24/2009	000017	PPE 03/13/09	IF1	ON-CYCLE	8.80
TOTAL	61402	Retirement - Other					142.40
61403	PAY1808700	03/10/2009	000001	PPE 02/27/09	IE1	ON-CYCLE	1.87
61403	PAY1808700	03/10/2009	000004	PPE 02/27/09	IE1	ON-CYCLE	624.13
61403	PAY1808701	03/10/2009	000009	PPE 02/27/09	IE1	ON-CYCLE	31.28
61403	PAY1814193	03/24/2009	000003	PPE 03/13/09	IF1	ON-CYCLE	1.87
61403	PAY1814193	03/24/2009	000005	PPE 03/13/09	IF1	ON-CYCLE	624.13
61403	PAY1814194	03/24/2009	000011	PPE 03/13/09	IF1	ON-CYCLE	31.28
TOTAL	61403	Group Insurance					1,314.56
61404	PAY1808700	03/10/2009	000002	PPE 02/27/09	IE1	ON-CYCLE	59.95
61404	PAY1808700	03/10/2009	000014	PPE 02/27/09	IE1	ON-CYCLE	0.12
61404	PAY1808701	03/10/2009	000005	PPE 02/27/09	IE1	ON-CYCLE	2.24
61404	PAY1814193	03/24/2009	000002	PPE 03/13/09	IF1	ON-CYCLE	59.95
61404	PAY1814193	03/24/2009	000012	PPE 03/13/09	IF1	ON-CYCLE	0.12
61404	PAY1814194	03/24/2009	000005	PPE 03/13/09	IF1	ON-CYCLE	2.24
TOTAL	61404	Workers Compensation Insur					124.62
61410	PAY1808700	03/10/2009	000006	PPE 02/27/09	IE1	ON-CYCLE	18.44
61410	PAY1808700	03/10/2009	000011	PPE 02/27/09	IE1	ON-CYCLE	0.04
61410	PAY1808701	03/10/2009	000008	PPE 02/27/09	IE1	ON-CYCLE	0.69
61410	PAY1814193	03/24/2009	000007	PPE 03/13/09	IF1	ON-CYCLE	18.44
61410	PAY1814193	03/24/2009	000010	PPE 03/13/09	IF1	ON-CYCLE	0.04
61410	PAY1814194	03/24/2009	000010	PPE 03/13/09	IF1	ON-CYCLE	0.69
TOTAL	61410	State Unemployment Tax					38.34
61411	PAY1808700	03/10/2009	000007	PPE 02/27/09	IE1	ON-CYCLE	234.06
61411	PAY1808700	03/10/2009	000016	PPE 02/27/09	IE1	ON-CYCLE	0.14
61411	PAY1814193	03/24/2009	000004	PPE 03/13/09	IF1	ON-CYCLE	234.06
61411	PAY1814193	03/24/2009	000016	PPE 03/13/09	IF1	ON-CYCLE	0.14
TOTAL	61411	Teachers Retirement					468.40
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS					9,878.61

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

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

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61301 Per Diem	02219		50.00			75%	50.00
62102 Consult & Prof Services	02219		7.00				7.00
62104 Insurance & Bonds	02219		325.50				325.50
62108 Legal Fees & Court Costs	02219		1,117.20				1,117.20
62113 Warrant Writing Services	02219		36.87				36.87
62114 Payroll Service Fees	02219		56.50				56.50
62148 SABHRS Administrative Costs	02219		1,442.61				1,442.61
62174 Data Network Serv/D Of A	02219		105.00				105.00
62190 Printing/Pub & Graphics	02219	256.98	256.98				256.98
TOTAL		256.98	3,347.66				3,347.66
62212 Photo & Reproduction	02219	84.36	747.83				747.83
62213 Professional	02219	2.39	2.39				2.39
62236 Ofc Supplies/Central Stores	02219		507.60				507.60
62241 Office Sup/Minor Equip-NonStat	02219	172.81	489.79				489.79
62280 Program Expense	02219	49.43	189.37				189.37
TOTAL		308.99	1,936.98				1,936.98
62304 Postage & Mailing	02219	99.17	513.28				513.28
62309 Advertising - Non Recruiting	02219		66.50				66.50
62370 Telephone Equip Chrg/D Of A	02219		525.00				525.00
62385 Long Distance Chrg/D Of A	02219		22.47				22.47
TOTAL		99.17	1,127.25				1,127.25
62404 In-State State Motor Pool	02219		189.41				189.41
62407 In-State Meals	02219		106.00				106.00
62408 In-State Lodging	02219		525.80				525.80
62412 Out-Of-State Commercial Trans	02219		30.00				30.00
62417 Out-Of-State Meals	02219		43.00				43.00
62418 Out-Of-State Lodging	02219		790.50				790.50
62427 Commuter Allowance	02219		78.75				78.75
62485 NonEmployOutStateCommerc/Trans	02219		2,070.17				2,070.17
62489 Non-Employee In State Mileage	02219	1,096.70	5,121.60				5,121.60
62490 Non-Employee In State Meals	02219	205.00	658.00				658.00
62492 Non-Employee Out State Meals	02219		303.13				303.13
62493 Non-Employee Out State Lodging	02219		1,850.26				1,850.26
62497 Non-Employee In-State Lodging	02219	823.90	2,566.62				2,566.62
TOTAL		2,125.60	14,333.24				14,333.24
62512 Storage	02219		32.50				32.50
62528 Rent-Non Dept of Admin	02219	544.38	5,447.80				5,447.80
TOTAL		544.38	5,480.30				5,480.30
62801 Dues	02219		400.00				400.00
62802 Subscriptions	02219		85.77				85.77
62817 Meetings/Conference Costs	02219		529.00				529.00
62878 Parking Fees	02219		312.00				312.00
62888 Statewide Indirect Costs	02219		2,650.24				2,650.24
TOTAL			3,977.01				3,977.01
TOTAL		3,335.12	30,202.44				30,202.44

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	75%
TOTAL	FUND 02219 Research Fund	3,335.12	30,252.44			CURR+PRIOR	30,252.44
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	3,335.12	30,252.44				
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
62000	Operating Expenses		6.55			6.55	
TOTAL SUB-CLS 235H5 RESEARCH			34,146.00			34,096.00	
TOTAL FUND 02219 Research Fund			34,152.55			34,102.55	
TOTAL PROGRAM 2008			45,854.00			15,651.56	66
61000	Personal Services		6.55			6.55	
61000	Personal Services		34,146.00			50.00	38
TOTAL 61000 Personal Services			34,152.55			50.00	38
62000	Operating Expenses		45,854.00			30,202.44	66
TOTAL SUB-CLS 235F3 FY2007 CARRYFORWARD			6.55			6.55	
TOTAL SUB-CLS 235H5 RESEARCH			80,000.00			49,747.56	38
TOTAL FUND 02219 Research Fund			80,006.55			49,754.11	38
TOTAL PROGRAM 2009			80,006.55			49,754.11	38
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY			80,006.55	210.90-	30,463.34	49,754.11	38
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
62190	0001810902 03/16/2009 000001 Printing/Pub & Graphics	256.98					
62212	ACC1815627 03/27/2009 000008 Copier	84.36					
62213	0001807851 03/06/2009 000002 Professional	2.39					
62241	ACC1811385 03/17/2009 000052 Refreshments	34.84					
62241	ACC1811385 03/17/2009 000053 Supplies	50.00					
62241	0001805429 03/01/2009 000002 Office Sup/Minor Equip-NonStat	87.97					
TOTAL	62241 Office Sup/Minor Equip-NonStat	172.81					
62280	ACC1808116 03/07/2009 000008 Water	19.00					
62280	ACC1808116 03/07/2009 000010 Cable	30.43					
TOTAL	62280 Program Expense	49.43					
62304	0001815406 03/26/2009 000002 Postage & Mailing	99.17					
62489	ACC1811385 03/17/2009 000057 Mileage, Lodging, Meals	182.60					
62489	ACC1811385 03/17/2009 000060 Mileage, Lodging, Meals	124.30					
62489	ACC1811385 03/17/2009 000063 Mileage, Lodging, Meals	201.30					
62489	ACC1811385 03/17/2009 000064 Mileage, Lodging, Meals	124.30					
62489	ACC1811385 03/17/2009 000066 Mileage, Lodging, Meals	217.80					
62489	ACC1811385 03/17/2009 000068 Mileage, Lodging, Meals	246.40					
TOTAL	62489 Non-Employee In State Mileage	1,096.70					

ELAPSED TIME YTD: 75%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62490	ACC1811385	03/17/2009	000069	Mileage, Lodging, Meals	40.00	00002072	PATTY MUIR
62490	ACC1811385	03/17/2009	000071	Mileage, Lodging, Meals	28.00	00002073	TONIA BLOOM
62490	ACC1811385	03/17/2009	000074	Mileage, Lodging, Meals	23.00	00002074	MELODEE SMITH BURRESON
62490	ACC1811385	03/17/2009	000077	Mileage, Lodging, Meals	40.00	00002075	JUDIE WOODHOUSE
62490	ACC1811385	03/17/2009	000078	Mileage, Lodging, Meals	34.00	00002076	DOUGLAS REISIG
62490	ACC1811385	03/17/2009	000081	Mileage, Lodging, Meals	40.00	00002077	SHARON APPELEGATE
TOTAL	62490	Non-Employee In State Meals			205.00		
62497	ACC1811385	03/17/2009	000082	Mileage, Lodging, Meals	164.78	00002072	PATTY MUIR
62497	ACC1811385	03/17/2009	000083	Mileage, Lodging, Meals	82.39	00002073	TONIA BLOOM
62497	ACC1811385	03/17/2009	000086	Mileage, Lodging, Meals	82.39	00002074	MELODEE SMITH BURRESON
62497	ACC1811385	03/17/2009	000088	Mileage, Lodging, Meals	164.78	00002075	JUDIE WOODHOUSE
62497	ACC1811385	03/17/2009	000090	Mileage, Lodging, Meals	164.78	00002076	DOUGLAS REISIG
62497	ACC1811385	03/17/2009	000091	Mileage, Lodging, Meals	164.78	00002077	SHARON APPELEGATE
TOTAL	62497	Non-Employee In-State Lodging			823.90		
62528	ACC1815627	03/27/2009	000012	April Rent	544.38	00002085	SEB LLP

3,335.12

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS



Board of Public Education

BOARD MEMBERS

April 13, 2009

APPOINTED MEMBERS:

Patty Myers – Chair
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Angela McLean – Vice Chair
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Ennis

Cal Gilbert
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Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

John Edwards
Billings

Katie Wood, Student Rep.
Laurel

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Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

John Edwards
PO Box 20039
Billings, MT 59104

Dear John,

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

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

The next Board of Public Education meeting will be held at the Montana School for the Deaf and Blind, 3911 Central Avenue, Great Falls, MT 59401 on May 7-8, 2009. A hotel room has been reserved for you at the Hampton Inn for the nights of Wednesday, May 6 and Thursday, May 7, 2009. Your confirmation number is 82420253. Please call the Hampton Inn at (406)453-2675 to confirm/disconfirm your room with your own credit card by May 1, 2009. The Board will reimburse you for mileage, lodging, and meals. An orientation manual is included for you to peruse at your convenience that may answer and foster some questions. You will be receiving an agenda packet at the end of April for the upcoming meeting. Please feel free to contact me with any questions you may have before this first meeting.

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

Sincerely,

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

Steve Meloy
Executive Secretary

Cc: Governor Brian Schweitzer
Patty Myers, BPE Chair

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

April 9, 2009

The Honorable Linda McCulloch
Secretary of State
State Capitol
Helena, Montana 59620

RECEIVED
APR 10 2009
BOARD OF PUBLIC EDUCATION

Dear Secretary of State McCulloch:

Please be informed that effective immediately, I have appointed the following to the Board of Public Education, in accordance with 2-15-1508, Montana Code Annotated, under Higher Education.

- Mr. John Edwards, PO Box 20039, Billings, MT 59104, is to serve a term ending February 1, 2016 and fulfills the qualifications for being a resident of District 2. John Edwards identifies himself as a Democrat. He succeeds Kirk Miller.

If you need additional information, please call Patti Keebler, Board and Commission Advisor, at extension 3862.

Sincerely,


BRIAN SCHWEITZER
Governor

Copy to: Board of Public Education



HOME NEWS SPORTS MULTIMEDIA SUBSCRIBER SERVICES MARKETPLACE COMMUNITY

Schweitzer chooses Billings lawyer for ed board

By Associated Press - 04/10/09

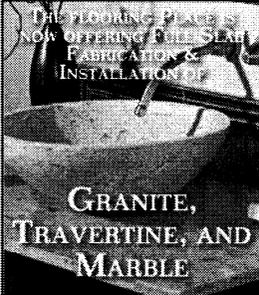
Gov. Brian Schweitzer has chosen a Billings lawyer to serve on the state Board of Public Education.

Schweitzer appointed John Edwards to succeed Kirk Miller, whose term expired. Miller did not seek reappointment.

Edwards is in a private law practice and is active in family businesses, including Edwards Jet Center, real estate and ranching.

He holds undergraduate and law degrees from the University of Montana. His participation in UM athletics included two national title games in I-AA football.

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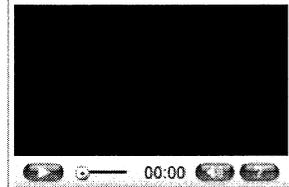
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Geography Bee Winner

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- State AA
- State AA, Day 2
- Lt. Col. Garnet Gary Derby
- Laid to Rest
- Night to Shine



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Board of Public Education

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Angela McLean – Vice Chair
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Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

April 8, 2009

Timothy Seery
2716 Evergreen Dr.
Great Falls, MT 59404

Dear Tim,

On behalf of the Board of Public Education, I would like to extend to you a sincere welcome to your appointment as the Student Representative of the Board.

The Board holds this position in high regard because your voice represents all Montana students K-12. We value the selection process in which you were nominated by the executive committee of the Montana Association of Student Councils.

We are looking forward to welcoming you at the meeting to be held in Great Falls at the Montana School for the Deaf and Blind on May 7-8, 2009. Please bring any questions that you may have about the Board and your role. Enclosed is a handbook that you may find to be extremely informative as you fulfill this role on the Board.

Congratulations on your upcoming appointment to the Board of Public Education. We look forward to working with you.

Sincerely,

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

Patty Myers
Chair

Will, Carol

From: Meloy, Steve
Sent: Wednesday, April 08, 2009 9:17 AM
To: cooneyemail@aol.com
Cc: danvillaformontana@hotmail.com; Will, Carol
Subject: Board of Public Education

Dear Senator Cooney:

Mike,

The Board of Public Education has a very tight budget with little cushion for the coming biennium. The House approved the following:

- In-state travel - \$3,638 increase to pay for travel of 2 Governor appointed members from eastern Montana
- Per diem funding (zero based) for 4 members which has to be appropriated each budget cycle in an amount of \$2,600 for the biennium
- ITSD services which will be charged by the Department of Administration in the amount of \$3,497 of general fund for each year of the biennium

If the Board receives the 2% global cut contemplated in the amendment to HB 2, (\$9,000 +) all of these increases will be wiped out and jeopardizing our ability to even be on the state computer system. In addition, any cushion that the Board might have in operating will most certainly be depleted by increased litigation promised the Board by legal staff at OPI because of disciplinary actions against teacher licenses.

Even though these are serious concerns for the Board, they do appear to pale in comparison against the backdrop of "hurt" that is being expressed by all state government. Therefore, it may be best to try to resolve our situation in joint conference on HB 2 and not on the floor of the Senate. Representative Villa has indicated his willingness to help us out in this regard.

Thanks for all that you do and for thinking of small agencies and particularly the Board of Public Education in these tough times.

Steve

*Steve H. Meloy
Executive Secretary
Board of Public Education
P.O. Box 200601
Helena, MT 59620-0601
(406)444-6576
smeloy@mt.gov*



Board of Public Education

BOARD MEMBERS

April 1, 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

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

John Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Rita Talks Different, Chair
Frazer Public Schools
P. O. Box 547
Frazer, MT 59225

Dear Ms. Talks Different:

Based on a recommendation by the State Superintendent of Public Instruction, the Montana Board of Public Education moved to approve the Frazer Public Schools' plan for non-licensed teachers. The Board approved the following plan on March 13, 2009 during its regularly scheduled meeting that reads:

"As of January 23, 2009 we [Frazer Public Schools] have hired Mrs. Kay Fjeld, Folio #44106, to teach 7-12 Science. She is a highly qualified teacher. Also Mr. Harry Hatton, Folio #82826, became certified after a lengthy time due to lost papers and re-applying several times for various needed materials."

The Board of Public Education takes very seriously its constitutional and statutory charge of assuring that our public schools meet and/or exceed the accreditation standards to ensure a quality education for all students. The Board appreciates your effort to educate the students at Frazer Public Schools to the best of your abilities and remain in compliance with the accreditation standards. Mr. Dale Kimmet from the Office of Public Instruction will remain in contact with you to ensure compliance with the approved plan. 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", written over a horizontal line.

Steve H. Meloy
Executive Secretary

Cc: Don Johnson, Superintendent of Frazer Public Schools
Dale Kimmet, Accreditation 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

Katie 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

Memorandum

To: Governor Brian Schweitzer
CC: Jan Lombardi, Education Policy Advisor
From: ~~Steve H. Meloy~~, Executive Secretary
Date: 3/26/2009
Re: MACIE Reauthorization

As you are aware, the Board of Public Education and the State Superintendent of Public Instruction voted to establish the Indian Education Advisory Council currently referred to as Montana Advisory Council on Indian Education (MACIE). In like manner, the constitution and bylaws of MACIE underscore the existence of this Council to act in an advisory role to the Board of Public Education and the State Superintendent.

This memorandum is to notify you that the Montana Board of Public Education took action at its March 12-13, 2009 meeting to extend the reauthorization of MACIE to September 2010 based on the State Superintendent of Public Instruction's recommendation according to MCA 2-15-122(10).



Board of Public Education

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Memorandum

To: Linda McCulloch, Secretary of State

From: ~~Steve H. Meloy~~, Executive Secretary

Date: 3/26/2009

Re: MACIE Reauthorization

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Board of Public Education

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Great Falls

Sharon Carroll
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Lakeside

Katie 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

March 20, 2009

Dr. Doug Reisig, Chair
Certification Standards & Practices Advisory Council
3701 Brandon Way
Missoula, MT 59803

Dear Dr. Reisig:

On behalf of the Board of Public Education, I would like to thank you, the Certification Standards and Practices Advisory Council (CSPAC), and the CSPAC staff for the exceptional joint meeting that occurred on March 12, 2009. The work that the Council does to advise the Board is invaluable to the Board's mission to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

The PowerPoint that you presented to the Western States Certification Conference in Austin, Texas and then at the joint meeting carried a powerful message on offering a fair and equal opportunity for a quality education to all students. In fact, many of the Board members were so moved that they have requested a copy of the presentation.

Thank you again for the commendable work that the Council does for the students throughout the state of Montana.

Sincerely,

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

Patty Myers, Chair
Board of Public Education

Cc: Peter Donovan, Administrative Officer, CSPAC
Steve Meloy, Executive Secretary, BPE



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

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Great Falls

Angela McLean – Vice Chair
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Ennis

Cal Gilbert
Great Falls

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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

March 20, 2009

Mr. Chuck Gameon, Principal
Choteau Elementary School
102 7th Ave NW
Choteau, MT 59422

Dear Chuck:

On behalf of the Board of Public Education, I would like to congratulate you on being named the Elementary School level recipient of the 2009 National Distinguished Principal for Montana by the Montana Association of Elementary and Middle School Principals'. Your continued commitment to Choteau Elementary School, especially your pupils, is very much appreciated.

Thank you for your dedication to education, equal academic opportunities to all of your students, and to the community of Choteau.

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

March 20, 2009

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Ms. Renee Boisseau, Principal
Kila School
395 Kila Road
Kila, MT 59920

Dear Ms. Boisseau:

On behalf of the Board of Public Education, I would like to congratulate you on being named the Middle School level recipient of the 2009 National Distinguished Principal for Montana by the Montana Association of Elementary and Middle School Principals'. Your continued commitment to Kila School, especially your pupils, is very much appreciated.

Thank you for your dedication to education, equal academic opportunities to all of your students, and to the community of Kila.

Sincerely,

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

Patty Myers
Chairwoman



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

March 1, 2009

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

RECEIVED
MAR 05 2009
BOARD OF PUBLIC EDUCATION

Dear Ms. Myers,

On behalf of the Montana Association of School Nurses, I would like to thank you and the Board of Public Education for your gracious reception of our presentation at the Board's meeting on January 9, 2009.

The MASN proposal to develop a standard of one registered, professional school nurse for every 750 students in Montana has engendered a groundswell of grass roots support and energized our membership to embrace a new era for school nursing in the State.

Per the Board's request, our organization has embarked on extensive research into the demographics of current school health/school nursing services in Montana. The results will be available in time for the Board of Public Education meeting in March. We have submitted a request to be placed on the Board's agenda at that time and look forward to presenting this information to you. Our established Montana school nurses have taken on this research project in its entirety, and we have become empowered by the process.

I look forward to our next meeting.

Sincerely yours,

Sue A. Buswell, RN,MS,NCSN
President



Montana Association of School Nurses

Nurturing the Seeds of Change

Establishing a Standard of One Registered, Professional
School Nurse for Every 750 Students in Montana

MASN Spring Meeting

March 26 & 27, 2009

Helena, Montana

Thursday, March 26 Montana State Capitol Room 350

1:00 - 1:30 Welcome -Sue Buswell, President, MASN
Collaborative Efforts to Provide Adequate and Appropriate School
Health/School Nursing Services in Montana

1:30 - 2:00 Steve Yeakel, Executive Director, Montana Council for
Maternal and Child Health

2:00 - 2:45 Steve Meloy, Executive Director, Montana Board of Public
Education

2:45 - 3:30 Robert Allen, Executive Director, Montana Nurses
Association

3:30 - 4:00 Marco Ferro, Public Policy Director, Montana Education
Association/Montana Federation of Teachers

4:30 - 5:00 Kendra Selser, Director (Montana), National Association
of School Nurses Board of Directors

6:00 p.m. Dinner at Lucca's Restaurant, Helena - separate checks

Friday, March 27 School Administrators of Montana Building
900 North Montana Ave - one block south of Helena High

8:00 Coffee and light breakfast

8:30 Something to Smile About - Maggie Virag and Ann Hagen-Buss,
DPHHS Oral Health Program

9:30 Take a Deep Breath: Montana Asthma Program - Katie Loveland,
DPHHS and Cathy Kendall, OPI

11:00 LUNCH provided \$12. Networking opportunities.

12:00 MASN BUSINESS MEETING

3:00 Adjourn

All educational, advocacy, and business sessions are free. Please let us know if you are attending. RSVP for dinner (3/26) and lunch (3/27). All Reservations to kselser@helena.k12.mt.us by 3/23/09.



Board of Public Education

BOARD MEMBERS

March 5, 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

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Public Education

Debbie 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 the proposed notice of amendment 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 is sending you this document to satisfy its requirement under MCA 20-7-101(2) which states, "prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review." The Board of Public Education will take action under item 27 at its regularly scheduled meeting on March 13, 2009 at the Front Street Learning Center, Helena, MT. The public will be afforded the opportunity to comment before the Board on the action item prior to final Board action.

I send you this second letter of notice as the language as been amended from the original notice. Attached is the rule upon which the Board will act on March 13, 2009 and the Board of Public Education's agenda.

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

Sincerely,

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

Steve H. Meloy
Executive Secretary

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

Enclosures: Notice of Amendment and Repeal
Board of Public Education's Agenda

Will, Carol

From: Meloy, Steve
Sent: Wednesday, March 04, 2009 11:03 AM
To: Warhank, Anneliese; Will, Carol; Donovan, Pete
Subject: FW: SB 67

From: wsgrinde@aol.com [mailto:wsgrinde@aol.com]
Sent: Tuesday, March 03, 2009 5:35 PM
To: Bruce@billingschamber.com
Cc: samdr@sammt.org; Runkel, Bob; bvogel@mtsba.org; Meloy, Steve
Subject: Re: SB 67

I plan to take executive action SB 67 in House Education tomorrow.

I know the Billings Chamber has worked very hard with the education community in Billings to promote quality education for the students of our city.

SB 67 has no support from anyone in the education community, statewide. In fact, there were no proponents of the bill when we heard it in House Education a few weeks ago.

It was vigorously opposed by School Administrators of Montana (Darrell Rud, Executive Director) Montana School Boards Association (Bob Vogel, Director of Government Relations) and as we would expect Board of Public Education (Steve Meloy, Executive Director), and Office of Public Instruction (Bob Runkel, Deputy Superintendent). It was also opposed by MEA-MFT and The Retired Educators of Montana.

There is some question about whether it's constitutional, as the BOPE is established in the Constitution and has rule-making authority.

Opponents also mentioned SB 152 which delays implementation of Board rules until the year of the next legislative session.

Always appreciate hearing from the Chamber on the issues that effect Billings.

Thanks.

Rep. Wanda Grinde

-----Original Message-----

From: Bruce MacIntyre <Bruce@billingschamber.com>
Sent: Mon, 2 Mar 2009 1:56 pm
Subject: SB 67

Dear members of the House Education Committee,

I encourage you to consider supporting SB67 which would require funding for any school rules with fiscal impact can be implemented. Too often unfunded mandates place an unexpected burden on school boards, and ultimately the members of the community. We feel that these mandates should have underlying funding.

Thank you for your consideration.

Bruce



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

April 20, 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

Katie 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

Ms. Judie Woodhouse
39287 Bay Point Road
Polson, MT 59860

Dear Judie:

On behalf of the Board of Public Education, I would like to congratulate you on being named the Northwest Division Drama Coach of the Year and the Montana Class A Drama Coach of the Year. Your continued commitment to Polson High School, especially your drama participants, is very much appreciated.

Not only is it wonderful to see a Council Member highly involved in their local school, but it is wonderful to see their efforts acknowledged at the State level. Thank you for your dedication to education, your students, and to the community of Polson.

Sincerely,

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

Patty Myers
Chairwoman

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Ed Forum - Pete/Steve Paraprofessional Mtg Pete	MSDB Committee Mts Bernie/Patty/Steve Senate Finance and Claims Committee Steve	4	5 House Appropriations - Steve Chapter 8 Mtg - Pete/Anneliese	6	7
8	9	10 Ed Forum Steve/Pete Class 8 Review - Pete and CSPAC Members	11 HB 15 Steve CSPAC Meeting	12 Joint BPE/CSPAC Meeting - Helena	13 Board of Public Education Meeting	14
15	16 	17	18 SB 80 and SB 81 Steve	19 Board of Regents' Meeting - UM Helena - Steve	20 □	21
22	23 Executive MASC Meeting, Helena Katie	24 HB 15 - Steve Ed Forum - 9:00 Steve/Pete	25 HB 2 - Steve	26 Council of Deans of Licensure Officials - Pete MT Association of School Nurses- Steve	27	28
29	30	31 HB 645 - Steve	Notes:			

April 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	Notes:	
ETS Client Meeting April 28 - May 1 - Princeton, NJ - Pete						



May 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 Math & Science Initiative - Helena - Patty	2 Planning Meeting for MT Educator Forum - Pete
3	4	5	6	7	8	9
				Board of Public Education Meeting - MSDB		
11 	12	13	14	15	16	
17	18	19	20 School Law Stakeholder Meeting - Steve	21	22	23 MSDB Graduation - Great Falls - Patty
24	25 	26	27	28	29	30
				Board of Regents' Meeting MSU-Great Falls		

Executive Secretary's Report

Thursday, May 7, 2009

By: Steve Meloy/ Executive Secretary

Lobbying efforts have been successful toward the defeat of legislation detrimental to the Board introduced in the 2009 Legislative Session. SB 67 was an effort to limit the Board of Public Education in its rulemaking only to rules that the legislature is willing to fund. The bill passed out of the Senate and was tabled on a tie vote in House Education. We worked hard on this bill but a number of legislators still feel that the Board "constitutes a fourth branch of government". HB 15 was supported by the Board as the only funding bill to increase funding levels for schools over the last biennium. Its funding was incorporated into HB 2 and then the entitlement increases were reduced from 3% to 1% general fund with 2% coming from OTO federal stimulus money. SB 81 was offered as an effort to amend the Constitution to provide for the election of Board members. We opposed and it passed out of the Senate and died in the House. Other bills we were watching included: HB 456 would require seat belts on all new school buses which was tabled; HB 459 would create a virtual high school and is still alive by virtue of being tied to federal stimulus money; HR 2 anti-bullying resolution passed. This resolution encourages school districts to have an anti-bullying program in place. SB 69 would have increased the quality educator payment missed the transmittal deadline; SB 70 would have provided inflationary adjustments to K-12 base missed the transmittal deadline; SB 80 would have elected the Board of Regents died with an insufficient 2/3 vote; SB 173 will clarify the ability of school districts to share superintendents was signed by the Governor; SJ 4 would have created an interim study of administrative efficiencies in the school system was tabled; SJ 8 will urge the development of K-20 shared policy goals was signed by Governor; SJ 12 would have approved a Bitterroot Community College was tabled ; SR 5 confirmed the appointment of Bernie Olson to the BPE was signed by the Governor and filed with the Secretary of State; and SR 38 confirmed the appointment of John Edwards to the Board of Public Education.

The Board continues 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 for new Class 8 applications in March of 2009. There were a small number of applicants but it gave the committee an opportunity to learn the screening process. 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 specific request of the committee chair is for the Board to demonstrate the status of those schools in deficiency accreditation status in the 06-07 school year, and whether or not the deficiency has been corrected. I wrote 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 will be the mechanism to continue or 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 at the end of the '09 Legislative Session. 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. OPI has delivered to the Board recommendations in this regard. An Assessment Task Force was appointed. The new curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions have been difficult. The CSPAC crew continues their work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57, which 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. We have continually advised the OBPP and individual legislators of our need for increased appropriation for the next biennium after efforts to have funding included were thwarted. 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 after the 2009 session wraps up. The Board is currently faced with a 2% cut to its budget for the next biennium which will amount to about \$10,000. We have worked very hard to be exempted out as we are a small agency but to date the 2% cut has held for all agencies large and small.

Board work continues to include but is not limited to: The 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
- Attended all hearings pertaining to the BPE and education in general
- Attended March 20 meeting of the Board of Regents
- Attended March 24 meeting of the Ed Forum
- Presented to the Montana Association of School Nurses
- Attended April 16 MACIE meeting
- Attended meeting of the Learning First Alliance
- Attended the confirmation hearing for John

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. Other areas include assessment, strategic planning, and relation building with OPI, the Board of Regents, the Legislature, OCHE, and the Kindergarten to College Workgroup.

Will, Carol

From: Meloy, Steve
Sent: Wednesday, April 15, 2009 1:38 PM
To: Huff, David; Will, Carol
Subject: RE: Evaluation of Driver Education Programs

Thanks David:

I will apprise the Board.

Steve

From: Huff, David
Sent: Wednesday, April 15, 2009 1:28 PM
To: Meloy, Steve
Subject: Evaluation of Driver Education Programs

Steve,

This is an FYI, and a notice that I will keep you, as the Executive Secretary of the Board of Public Education, informed of the work and progress of the project this email describes. You, or a representative of the Board is more than welcome to attend and participate if you desire, but more than that, I want to keep you and the Board informed. Let me know if you have any questions or advice. Thanks. Dave

WHAT: Large scale evaluation of Montana driver education programs. Initial Stakeholders meeting. I expect this to be a couple year project with maybe 2 to 3 meetings of Stakeholders per year.

WHEN & WHERE: Wednesday, April 29. 8:30 am to 11:30 am. at Helena School District's Front Street Learning Center.

WHY: I am assembling a group of stakeholders to meet and discuss and help frame this project with the researches who will be in Helena on April 29. I have been working with the national AAA Foundation for Traffic Safety about Montana participating in a large-scale evaluation of driver education. This is a nationwide initiative beginning with 3 jurisdictions, Manitoba, Oregon and Montana. We are in the initial stages of developing an understanding of expectations and objectives and a Memorandum of Understanding between OPI and AAA Foundation.

WHO: Others who will be in attendance include MASS, MTSBA, Montana Traffic Education Association, DOJ Driver Services, MHP, MREA, MSUN and Western Transportation Institute of MSU who will help will the research project. Jim Lynch, MDT director and governor's representative on highway safety was invited, but is unable to attend this meeting.

SCOPE of EVALUATION: We have initially agreed to focus on formative evaluation that will review state administrative policies and procedures; local school policies and procedures; whether the teachers are teaching what is expected and if the students are learning what is expected; capacity and reach of program to eligible students; the relationship of driver education and licensing; and for recommendation on continuing effective long-term sustainable evaluations of driver education.

FUNDING: This project is funded by national sources, including National Highway Traffic Safety Administration, CDC, AAA Foundation and others. No Montana state funds are being expended other than for time of OPI staff and stakeholders to provide guidance.

Best Regards,

Dave

~~~~~  
David C. Huff, Montana Traffic Education Programs

## **Highlights of the March 11-12, 2009 CSPAC Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 11-12, 2009 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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

Meeting attendees included: Ms. Tracy Grazley, U of M Western; Ms. Nikki Sandve, OPI; Ms. Elizabeth Keller, OPI; Ms. Mandy Smoker Broadus, OPI; Ms. Ann Gilkey, OPI.

### **Executive Committee**

Dr. Reisig informed the Council that the Board of Public Education is now an Educator License Renewal Unit Provider. The Council then reviewed the 2008 Certification Standards and Practices Advisory Council Annual Report to be presented at the Joint CSPAC/BPE meeting and agreed to present the report as is. The highlights from the January Interpreters' Standards Workgroup meeting were provided. Finally, Dr. Reisig presented a PowerPoint to honor Ms. Burreson.

### **Indian Education Report**

Ms. Smoker Broadus came to the Council to speak about American Indian student achievement in Montana, and ways OPI is working to improve the achievements of American Indian. OPI conducted a study to gather information on American Indian Education in Montana. Ms. Broadus presented various result from the study, including information on enrollment, Adequate Yearly Progress Report, and Reading First data among other things. She also gave an overview of the programs being implemented in schools to aid with American Indian student achievement such as Indian Leadership Education and Development.

### **Administrative Officer's Report**

Mr. Donovan handed out a list of the meetings he had attended since the January CSPAC meeting and briefly spoke about a few. He presented the executive summary of the study *An Evaluation of Teachers Trained Through Different Routes to Certification*. The Council then discussed alternative routes to certification and the results of the study.

### **Professional Preparation and Continuing Education Committee Report**

Dr. Fishbaugh was absent from the meeting. Ms. Bloom informed the Council the committee was ongoing in their analysis.

### **Montana Commission on Teaching Committee**

Ms. Woodhouse led the Council through the language that would be presented at the following days CSPAC/BPE meeting as an information item for the Board. Ms. Sandve presented the updated version of the survey developed by Ms. Burreson, Ms. Woodhouse, and herself. Dr. Reisig requested Ms. Sandve come before the Council at the July meeting to present the results of the survey.

### **Licensure and Endorsement Committee Report**

Ms. Keller informed the Council that Item 8, the OPI Update, would be presented at the OPI Licensure Office following the close of the meeting. The Chapter 57 rules would be presented for final approval at the BPE meeting on Friday, March 13<sup>th</sup>. The only issue still concerning people about the rule concerns superintendents and the time they should be given to attain credits in Montana School Law and Finance.

### **Plan for Future Conferences**

Mr. Donovan addressed the Council about BPE's financial strains and the cut back on out-of-state trips the Board must make. The Council understood and told Mr. Donovan if it was possible, they would still like him to attend the NASDTEC Annual Conference. The conference is scheduled from May 31<sup>st</sup> – June 3, 2009, in Jacksonville, FL.

### **Future Agenda Items**

A new Council member will be selected by the Board at their May meeting and will be in attendance at the July 2009 CSPAC meeting. Ms. Woodhouse's first three year term will expire in June. The annual calendar and new goals will be written at the July meeting as well.

### **Public Comment**

Ms. Keller gave a brief overview of the previous day's Class 8 Application Approval meeting for those Council members who could not attend.

### **OPI Update**

Ms. Keller presented a PowerPoint entitled, "Why the Licensure Office is so Cranky". The PowerPoint described the duties the Licensure Office of OPI must deal with on a daily basis.

### **Executive Secretary's Report**

Mr. Meloy gave a brief overview of the bills of interest to the Board including:

- HB 15 – Fund K-12 Education
- HB 645 – Implement receipt of and appropriate federal stimulus and recovery funds
- SB 80 & 81 – Elect Board of Regents and Board of Public Education members
- SB 67 – Require funding before school rules with fiscal impact implemented

### **Joint CSPAC/BPE Meeting March 12, 2009**

The Board members and the Council members introduced themselves and their positions in the education community. Ms. Cheri Bergeron gave a guided tour through the Office of Public Instruction website. Dr. Reisig presented the Annual Report to the Board, highlighting the mission statement, Montana Code of Ethics, goals for 2008-2009, and highlights from the 2008 CSPAC meetings. He then gave a review of the CSPAC meeting that was held the previous day at Capital High School. Dr. Reisig also spoke about the long term goals that have been completed, as well as those the Council is currently working on such as the interpreters' standards for sign language interpreters. The presentation Dr. Reisig made at the Western States Certification Conference in January was presented to Board. The Area of Permissive Specialized Competency for Mentor Teacher language was presented to the Board as an information item. The language will go before the Board as an action item at its May meeting. Ms. Keller spoke to the Board about the Class 8 Dual Credit-Only Postsecondary Faculty License review panel. CSPAC is acting as the review panel for the license and met on the 10<sup>th</sup> to review three applications, of which two were approved for licensure.

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



2002  
Montana  
Teacher  
of the Year

RECEIVED

MAR 30 2009

BOARD OF PUBLIC EDUCATION

March 26, 2009

Steve Meloy, Executive Secretary  
Board of Public Education  
P.O. Box 200601  
Helena, MT 59620-0601

Dear Steve,

I have found my work on the Certification, Standards and Practices Advisory Council challenging and rewarding. I have participated fully and done my best to serve the goals of CSPAC. I would like to continue for a second term, so please consider this letter as a request to do so.

Sincerely,

Judie Woodhouse,  
High school teacher

Judie Woodhouse  
2566 Bay Point Road  
Polson, MT 59860  
406-883-4016  
judie@digisys.net

**APPLICATION FOR APPOINTMENT TO THE MONTANA  
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: Teacher K-8

Name of Applicant: Jon Runnalls  
E-Mail: jrunnalls@helena.k12.mt.us  
Home Phone: 227-5084 Work Phone: 324-3727  
Fax: 324-3735

**RECEIVED**

APR 17 2009

Address: 4030 Lone Prairie Road,

East Helena, MT 59635

**BOARD OF PUBLIC EDUCATION**

Employed by: School District #1, Helena, Montana

**PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:**

(use additional paper if needed)

**Professional Preparation:** (include degrees, dates, institutions, and majors): I graduated from the University of Wyoming with a Bachelor's Degree in education in 1973. I received my Master's Degree in education from Western Montana College in 1986. I have numerous graduate courses since then from the University of Montana and Montana State University with course work in science and education.

**Professional experience:** (include dates, employer and location) I taught in Newcastle, Wyoming from 1973-1977 in the elementary and middle schools. I was a principal at Warren School, in Helena Montana, from 1977-1978. I transferred into the Helena School District in 1978 and have taught at the following schools: Rossiter, Smith, Four Georgians, Hawthorne, Jim Darcy, and Helena Middle School. During my time in the Helena School District I have taught grades 3-8, and have worked as a gifted and talented educator. I have taught numerous summer classes, and from 1992-2002 I worked as an instructor at the Carroll College Gifted Institute. In 2001 I organized the first Trout in the Classroom project with the help of our local Trout Unlimited group. In 2007 I worked on developing the first STARBASE classroom in the state of Montana.

**Professional and Community Activities:** I am an active MEA-MFT member and have served on a variety of their committees. I have served as a board member at Exploration Works (our local science museum for the past six years. I am very active in my church's parish, and have served on the parish council. I am also president of our local homeowner's association.

**Awards and Honors:** In 2002 I was selected Helena Teacher of the Year by my peers, and the following year was selected as Montana Teacher of the Year. Since then I was honored by the Smarter Kid's Foundation, selected for NASA's Earth to Orbit engineering challenge, NEA's Excellence award, and was selected as a Scholastic Teacher Fellow. In 2006 I was selected as an outstanding American educator, and this spring I received the Helena Education Foundation's distinguished educator excellence award.

**Employer/District Release: (if employed):**

I, Helena Public Schools, will release Jon Runnalls for service on the Council.

**References (Letters of reference should be attached)  
Include a letter of reference from a School Board Member and Superintendent.**

Name: Eric Feaver Position: President of MEA-MFT

Address: Helena, Montana

E-Mail: [efeaver@mea-mft.org](mailto:efeaver@mea-mft.org)

Phone Number: 459-3250

Name: Bruce Messinger      Position: Superintendent of Helena Public Schools

Address: Helena, Montana

E-MAIL: [bmessinger@helena.k12.mt.us](mailto:bmessinger@helena.k12.mt.us)

Phone Number 324-2001

Name: Dana Toole      Position: Chairperson of Helena School Board

Address: Helena, Montana

E-MAIL: [dtoole@bresnan.net](mailto:dtoole@bresnan.net)

Phone Number ( not sure)

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Jon Runnalls, am committed to the Council's statutory responsibilities.

Deadline for application is **April 17, 2009**

All application forms must be sent to:

Steve Meloy  
Board of Public Education  
PO BOX 200601  
Helena, MT 59620-0601



Bruce K. Messinger, Ph.D.  
Superintendent

55 South Rodney Street  
Helena, Montana 59601  
Phone (406) 324-2001  
Fax (406) 324-2035

April 16, 2009

Peter Donovan  
Board of Public Education  
46 North Last Chance Gulch  
Helena, MT 59620

Dear Peter:

I am pleased to write this letter of reference for Jon Runnalls in support of his appointment to the Certification Standards and Practices Advisory Council. Jon is an outstanding educator who has achieved the status of master teacher for the Helena School District. Jon was recognized as Teacher of the Year in the Helena School District in 2001-2002 and Montana Teacher of the Year in 2002-2003. Jon was very deserving of this recognition because of his professional conduct and the positive impact he has had on students over the years.

Jon is a true professional and models the highest ethics. I have worked with Jon for more than a decade and I am consistently impressed with his dedication to the profession. Over the years Jon has been actively involved in numerous professional endeavors which have contributed to his continuing development. Jon would be an excellent member of the Council and will be generous with his time and expertise to assist with the numerous duties assigned to this prestigious group.

I have reviewed the CSPAC Mission Statement and I believe Jon will collaborate with other members to achieve the duties assigned to the Council. I value the work of the Council and support the appointment of Jon Runnalls.

Sincerely,

A handwritten signature in cursive script that reads "Bruce K. Messinger".

Bruce K. Messinger, Ph.D.  
Superintendent

**Will, Carol**

---

**From:** efeaver@mea-mft.org  
**Sent:** Thursday, April 16, 2009 5:16 PM  
**To:** amclean89@hotmail.com; bernard003@centurytel.net; cal\_gilbert@gfps.k12.mt.us; Will, Carol; pmyersbpe@bresnan.net; Donovan, Pete; sbwillow@3rivers.net; scarroll@midrivers.com; Meloy, Steve  
**Subject:** Jon Runnalls  
**Attachments:** Application advisory council.doc

Jon Runnalls, longtime Helena educator, has applied for the elementary teacher position on the certification standards and practices advisory council. I am more than pleased he has done so. I cannot imagine a better candidate. Jon's resume speaks for itself. But he is so much more than a completed application. No one is more poised, more politic, more committed to positive outcomes for students, teachers, and school communities. Jon Runnalls will enrich the work of CSPAC and ultimately the board of public education.

On behalf of MEA-MFT, I urge your fullest consideration of his candidacy.

Thank you.

Eric Feaver, President

<<Application advisory council.doc>>

\*\*\*\*\*

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

April 19, 2009

Board of Public Education  
PO BOX 200601  
46 N Last Chance Gulch  
Helena, MT 59620-0601

Dear Mr. Donovan,

I am very pleased to recommend Mr. Jon Runnalls for appointment to the Montana Certification Standards and Practices Advisory Council. Mr. Runnalls is a superb educator and also a scholar of the science he teaches in the Helena School District.

I became acquainted with Mr. Runnalls in the late 1990's when he taught my oldest son sixth grade science at Helena Middle School. Subsequently, my other two sons also benefited from Mr. Runnalls' science class, and it seemed routine for one of my boys to be dressing up as Einstein, or building an Alka-Seltzer car, or talking about fish eggs at the dinner table. All these activities and so many more were daily fare in Mr. Runnalls class. It was not too surprising when Mr. Runnalls was designated the Teacher of the Year.

Jon Runnalls exemplifies all the best of the professional educator in Montana's public schools. He has maintained excellence in his classrooms, continued to study his field and to be innovative, creative and collaborative in offering our students the best preparation for the 21<sup>st</sup> Century world they inhabit.

I encourage you to endorse Mr. Runnalls appointment to the Certification Standards and Practices Advisory Council. The Council will benefit from Jon's expertise, thoughtful perspective and his continual efforts on behalf of Montana's students.

Sincerely,

*Dana Tocol*

Chair – Helena School District Board of Trustees

**APPLICATION FOR APPOINTMENT TO THE MONTANA  
CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL**

Position on Council: K-8 teacher position

Name of Applicant: Deena Miller E-Mail: dmiller@blockyourway.com

Home Phone: 771-8763 Work Phone: 761-5775 Fax: 761-5887  
Cell: 590-1480

Address: 2820 Ivy Drive  
Great Falls, MT 59904

Employed by: Write / Right 2 Read Program / Holy Spirit School

PLEASE ATTACH A RESUME AND PROVIDE A SUMMARY OF EXPERIENCES BELOW:  
(use additional paper if needed)

Professional Preparation: (include degrees, dates, institutions, and majors):

resume and  
summaries  
on attached  
documents

Professional experience: (include dates, employer and location)

Professional and Community Activities:

Awards and Honors:

Employer/District Release: (if employed):

I, Roger Robbins, building principal, will release  
*Employer*

Deena Miller for service on  
*Applicant*  
the Council.

References (Letters of reference should be attached)  
Include a letter of reference from a School Board Member and Superintendent.

Name Anne Vannatta Position Teacher's Assistant (Retired teacher)

Address 2600 1st Ave. S.

E-Mail msv@mt.net

Phone Number 453-2023

Name Harry Plummer Position Superintendent

Address 121 23rd St. S.

E-MAIL hplummer@dioceseofgfb.org

Phone Number 727-6683

Name Kathy Dunn Position CS PD Advisory Board

Address 3814 Poker Flats Road

E-MAIL Kathydunn@att.net

Phone Number 781-8606

Briefly state on a separate piece of paper why you wish to be a member of the Montana Certification Standards and Practices Advisory Council.

I, Deena Miller, am committed to the  
Council's statutory responsibilities. *applicant*

Initials DM

Deadline for application is **June 27, 2006**

All application forms must be sent to:

Steve Meloy  
Board of Public Education  
PO BOX 200601  
Helena, MT 59620-0601

Deena Miller  
2718 Ivy Drive  
Great Falls, MT  
(406) 771-8763(home) (406) 590-1480(cell)

## ***Education***

Masters Degree in Elementary Education (University of Great Falls, MT) 1997  
Bachelor of Arts Degree in Elementary Education (MSU-Billings, MT) 1991

## ***Teaching Experience***

2007 - Adjunct Professor – MSU Northern, Great Falls  
(Integrated Language Arts, Linguistics Classes)

Summers '06-'07 Presenter (author) of 1-credit classes *Spelling Rules Everyone Should Know*  
(MSU- Northern, Great Falls, Havre)

2006- Program Director-Write/Right 2 Read program (Great Falls)

1994-2006 Second Grade Teacher – Holy Spirit Catholic School (Great Falls)

## ***Training***

Oct. 2008 International Dyslexia Conference (Seattle, WA)

Jan., Apr., June, Sept. 2007 LETRS (Language Essentials for Teachers of Reading and Spelling) Training  
4- Three day trainings held in Boulder, CO.

Nov. 2006 International Dyslexia Conference (Indianapolis, IN)

April 2006 Lindamood LIPS Training (Speech and Language)-(California)

Nov. 2005 International Dyslexia Conference (Denver, CO)

June 2005 Diagnosing Dyslexia (6-day training course)- San Jose, CA

## ***Presentations-Accomplishments***

September 2007 Drafted, presented and passed a Resolution on Linguistics for the  
Montana PTA. (Billings, MT)

April 2007 Presenter MCEC (Montana Council for Exceptional Children) Conference  
(Missoula, MT)

1998-2005 Yearly presenter at the MEA (Montana Education Association conventions)

2004- Developer and Publisher of Educational (linguistical elements included)  
Materials, Deena Miller, LLC

*Professional Preparation: (degrees, dates, institutions, and majors)*

I obtained my undergraduate Elementary Education degree in 1991 from MSU-Billings. My Master's Degree in Elementary Education was obtained in 1997 from the University of Great Falls.

I attended LETRS (Language Essentials for Teachers of Reading and Spelling) training in January, April, June, and September of 2007. I received certificates for attending each of the 3-day sessions.

*Professional experience: (dates, employer, location)*

I am currently the Program Director for the Write/Right 2 Read program in Great Falls. I provide intervention for students and adults who struggle with language processing issues.

I am an adjunct professor for MSU Northern in Great Falls. I have taught a Language Arts class and currently teach a Linguistics Class for teachers-it is currently only offered during the summer.

I present 2-day Linguistic workshops for teachers. These workshops have been approved for teachers to receive credit or renewal units.

I taught 2<sup>nd</sup> grade for twelve years (1994-2006) at Holy Spirit School in Great Falls.

*Professional and Community Activities:*

I was a yearly presenter at MEA for 8 consecutive years presenting various presentations pertaining to Math and Language Arts.

On a weekly basis, I am invited into classrooms to teach linguistical elements of our English language to students in grades K-8 at Holy Spirit School in Great Falls.

*Awards and Honors:*

I was awarded a certificate for my participation in a phoneme sequencing program for reading, spelling, and speech called the Lindamood Lips Method.

I researched, drafted, presented, and passed a RESOLUTION on Linguistics for the Montana PTA in September 2007.

*Why do you wish to be a member of the Montana Certification Standards and Practices Advisory Council?*

My passion to make a difference in teacher preparation classes all began when my daughter was diagnosed with dyslexia.

I learned much about dyslexia but also learned a great deal about our English language. I discovered that there was much awareness about our English language that was never taught in my undergraduate or graduate classes. I also realized I was not alone.

I have created ten 2-day classes that contain many components of our English language. The content in the classes has been very beneficial to many teachers as noted in evaluations at the end of a class.

I would greatly appreciate the opportunity to become part of something that has great potential to make a difference in the education of teachers.

Catholic Church of Eastern Montana

# DIOCESE OF GREAT FALLS-BILLINGS

Founded 1904

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

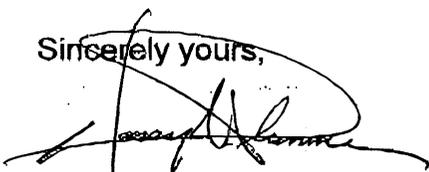
April 16, 2009

To Whom It May Concern,

It is my pleasure to recommend Deena Miller for consideration as a member of the Montana Certification Standards and Practices Advisory Council. Deena Miller has served our local school community for 16 years. She is the Program Director for the Write/Right 2 Read program located at Holy Spirit Catholic School in Great Falls. She is also an adjunct professor at MSU Northern in Great Falls. Her effectiveness in educating parents and students in the critically important area of early reading development is very well respected in the Great Falls community. I believe that she will be a valuable asset to your council.

I hope that Deena Miller's application receives your favorable review. If you have any questions, please do not hesitate to contact me.

Sincerely yours,



Harry A. Plummer  
Superintendent of Catholic Schools

3814 Poker Flats Road  
Great Falls, MT 59405  
April 16, 2009

Montana Certification Standards and Practices Advisory Council  
Montana Board of Public Education  
46 North Last Chance Gulch, PO Box 200601  
Helena, MT 59620

To Whom It May Concern:

I am writing to support Deena Miller's application to the Montana Certification Standards and Practices Advisory Council as a K-8 teacher representative.

I have known Deena for five years through Orton Gillingham Training that I have taken with and from her. Her experience with dyslexic students, including her own daughter, was instrumental in helping me appreciate and understand the quandaries of learning disabilities in the language and linguistic areas. In the two classes I have taken from her, I learned to appreciate the linguistic aspects of teaching literacy. Her Write/Right 2 Read Program has led to her teaching classes for MSU-Northern Montana University. She currently works with K-8 students in developing and expanding their language and literacy skills.

She was instrumental in getting the Montana PTA Council to pass a Resolution urging Teacher Preparation Courses in Montana Colleges and Universities to include linguistic education in their teacher preparation classes.

She would have the flexibility to attend the quarterly meetings since she is still a parent, still teaching youth and adults while developing and expanding materials and programs to help children learn to become better readers.

Deena would bring diversity to the MCSPAC because she works in the parochial setting while also tutoring public students to help them perfect their reading skills. She even has tutored adults to help them become better readers.

As a member of OPI's CSPD Advisory Board, I believe in recognizing the needs of non-proficient readers. Acknowledging the fact that Montana does have interested and qualified educators in both public and non-public settings would be a forward thinking step by the MCSPAC in servicing all the children of Montana. I have spent the last 43 years in education teaching K-8, literacy K-5 and Counseling in middle schools and Special Education and wish I had learned the viewpoints and information much earlier that I gleaned from Deena and her classes.

Respectfully,



Katherine A. Dunn  
Cell Phone 406-781-8606

To Whom it May Concern,

In all honesty, the first time that I witnessed Deena in a classroom with students working with the Spelling units I couldn't tear myself away. I come from a background of working with Special Education students with varying ability levels in a public school setting. In fact, I retired with 30 years doing just that. One of the main problems that I witnessed with these students was the lack of ability in the areas of Reading, English, and spelling. Many more students had a disability in those areas than in any other. When I would look at past Individual Educational Plans for these kids I would find the same goals over and over for their Language Arts and Reading as if they had forgotten or hadn't gotten it year after year. As I observed Deena's expertise in these areas and saw the enthusiasm of the kids that she worked with I just knew that there was something going on besides learning. These kids were doing things that they hadn't been successful doing for the first time.

I work in a first grade classroom at Holy Spirit Catholic School as an assistant. I have watched Deena as she has worked with these little ones, teaching them some rules to help with their spelling words and also their reading. These little people are eating up the "helpers" that Mrs. Miller presents a couple of times a week to them. They get excited when they find themselves reading big kid words because of the rules that they learn and follow. The repetition of these over and over in many ways reinforces the rule and gives them many ways to show their knowledge. The little ones love to work with the blocks and the worksheets because they learn best with manipulating the rule for themselves. Giving these kids the helpers as a class is wonderful when you know that some of the kids are given a helping hand and no one knows it. They remain a part of the class and are not taken out and made different just because they are slower to learn.

If this program was adopted in the elementary grades and continually used with the same rules, the same cue sentences, the same everything the students just couldn't fail. I could see that in the future of these students that middle school and high school would be much easier for them as more and more was asked of them both in written language and in reading. This program incorporates all of the ways that children learn through the multi-sensory input, systematic and hands on approaches. We already know that kids learn through many ways of doing the same thing and this program has it. This is especially important in the early elementary years. The more we can teach using many ways of input the better it is for all kids. The learning styles of kids, the teaching styles of teachers and this program are a good fit for all.

The classroom visits that have happened are excellent for the students and for their teachers. The model of using the program is there for the teachers so that they can follow up on the lessons and mold their own lessons around the classroom model that they have seen. It is excellent for the students to see and hear the same thing from all of their teachers as they go on in school and that these lessons can easily be transformed into whatever they are learning. There is absolutely nothing better in the world than to have excellence modeled for you as a teacher when you are learning a new way of presenting the same old stuff.

If I were still in a teaching situation where I was dealing with reluctant readers and writers I would certainly use every aspect of this program. It is designed to make kids enthusiastic learners and that always makes the teacher look good. This program would be one that I would insist on in the college programs for teachers. It has great uses and wonderful insight into the world of the learner and the teacher and would be an asset to any reading and language program taught. It could be adapted and taught with each lesson that could be thought of. It is one of those things that every new teacher should be armed with as they meet their first class of their career and as they greet their last class of their career. Why wasn't this around when I so badly needed it?

With Deena's knowledge of the English Language, I believe she is an excellent candidate to become a member of the Montana Certification Standards and Practices Advisory Council.

*Anne M. Vannatta*

Anne M. Vannatta Teacher's Assistant Holy Spirit Catholic School Great Falls, Mt.

Cell # 899-5281



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501

www.opi.mt.gov  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)

Denise Juneau  
Superintendent

COPY

April 13, 2009

David Kloker, Superintendent  
Medicine Lake School  
P.O. Box 265  
Medicine Lake, MT 59247

RECEIVED

APR 14 2009

RE: William Soderholm

BOARD OF PUBLIC EDUCATION

Dear Mr. Kloker:

Thank you for your letter of April 6, 2009 regarding your school's science teacher, Mr. William Soderholm. Given the unique circumstances and exceptional teaching career of Mr. Soderholm, I am invoking Rule 10.57.109 of the Administrative Rules of Montana. In recognition that policies cannot cover all special circumstances that arise, this Rule grants me the authority to approve a Montana educator license for Mr. Soderholm. Mr. Soderholm will be issued a non-renewable, Class 5 license effective July 1, 2009 through June 30, 2010. Our Licensing Unit will mail Mr. Soderholm's license to his address of record.

I congratulate Mr. Soderholm on his remarkable achievement and commitment to Montana's students.

Sincerely,

Denise Juneau  
Superintendent of Public Instruction

C: Board of Public Education, Steve Meloy  
OPI Licensing Unit, Elizabeth Keller

**DAVID C. KLOKER  
SUPERINTENDENT  
MEDICINE LAKE SCHOOL**

P.O. Box 265  
Medicine Lake, Montana  
59247  
Work 1-406-789-2211  
Fax 1-406-789-2213  
Home 1-406-789-2282  
davidkloker@nemont.net

**COPY  
RECEIVED**

APR 08 2009

**SUPERINTENDENT  
OF PUBLIC INSTRUCTION**

April 6, 2009

To: Denise Juneau, State Superintendent

From: David Kloker



I am writing to ask for your assistance with a situation that we find ourselves in. I am asking you to make an exception for certification for one of my staff. He started work here in 1967. He is teaching the grandchildren of his first students. He is held in the highest regard in our community and by my School Board. He is revered and loved by all.

He is a science teacher (William Soderholm) who is ending his 49<sup>th</sup> year in education. He would like to finish his 50<sup>th</sup> year next year. We have been given Advice accreditation this year because he allowed his certification to lapse last year. He was given an emergency certification in 1985 so they will not allow him to do it again. I have talked to the certification office and they tell me there is nothing they can do. After 49 years in the classroom he knows what he is doing. He is very dedicated to our school and our students.

In 1985 he was under a great deal of pressure because his wife had been in a nursing home for some 10 years and he just made a mistake with all that was on his mind. Last year he failed to renew because in the spring of last year he had a stroke and could not get the appropriate credits. He did not fully recover until summer. He has tried on line classes but at 78 years old he just cannot keep up with all the typing necessary. It would also not be in his best interest to spend weeks on a campus somewhere at this stage of his life. It would be very difficult for him to finish by the end of June. It is not always easy to find a class for credit in north east Montana, although he has acquired numerous OPI recertification credits over the years.

My Board, I and the community want him to stay next year and finish his 50th year. He is an outstanding science teacher and a fine gentleman. He is truly loved by his students and the rest of the staff. I know rules are in place for a reason but I also know that they can be bent for a truly significant reason. This is that time and I am asking for your help in solving this dilemma. I sincerely hope you can find a way to allow an emergency or temporary certification for him. Thank You !

# **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

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

**PRESENTER:** Norma Bixby, MACIE Chair  
Office of Public Instruction

**OVERVIEW:** Report on April 16, 2009 MACIE meeting that will summarize the discussion regarding communication among MACIE members, the agencies they represent, the Office of Public Instruction, and the Board of Public Education.

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Assessment Update

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** The information presented will include the Office of Public Instruction (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 will also be provided concerning contract negotiations with Measured Progress for the MontCAS Criterion-Reference Test (CRT) and the CRT-Alt.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** No Child Left Behind (NCLB) Act Update

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** This informational presentation will include the latest information 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 will be highlighted.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

April 8, 2009

Ms. Denise Juneau  
Superintendent of Public Instruction  
Montana Office of Public Instruction  
1227 11<sup>th</sup> Avenue  
Helena, MT 59620-2501

RECEIVED

APR 18 2009

SUPERINTENDENT  
OF PUBLIC INSTRUCTION

Dear Superintendent Juneau:

On June 17, 2008, the Montana Office of Public Instruction (OPI) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on July 14, 2008; September 8, 2008; November 14, 2008; November 23, 2008; March 4, 2009; and March 23, 2009, satisfactorily addresses the findings identified in the monitoring report. The corrective actions agreed to by the OPI, many of which have already been completed, are presented below.

**Critical Element I.1 -- Corrective Action Required:**

The State must 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, as established in the ESEA. The State must also provide evidence that it is taking this corrective action.

**Corrective Action the OPI Has Already Taken Regarding Critical Element I.1**

Since the monitoring visit, the OPI has conducted regional training on highly qualified teacher requirements; disseminated guidance to LEA administrators, teacher college faculty, and others indicating that a minor is not an adequate demonstration of subject matter competence; notified teacher colleges and districts that teachers relying on minors for highly qualified status must take a Praxis test in April, 2009; and, through a teacher survey, identified the number of teachers in each district who are currently deemed highly qualified to teach subjects based on having completed only a minor.

Since the monitoring visit, the OPI has submitted to the U.S. Department of Education (ED) documentation and some analysis of the survey of teachers and has described how it is

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202-6200

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

contacting individual districts to direct them to notify affected teachers to take the subject matter test in April 2009.

Teachers in Small Rural School Achievement (SRSA) districts have 3 years from the date of hire to ensure that multi-subject teachers are highly qualified in each of the core subjects they teach, if they are highly qualified in one subject at the time of hire. As part of its regular, on-going monitoring process, the OPI has agreed to monitor the progress of SRSA districts in getting teachers with minors to highly qualified status within the 3-year grace period.

### **Corrective Action the OPI Will Take in the Future Regarding Critical Element 1.1**

By April 2009, the OPI will arrange for the administration of the new content tests to teachers currently in their first year of teaching, teacher candidates, and others.

By May 30, 2009, the OPI will submit to ED its summary analysis of the survey data received from the LEAs, verified by the OPI, and supplemented by the results of the April testing. This summary will include data on the number of teachers with a minor in a subject they teach and, of these teachers, how many are highly qualified in those subjects through HOUSSE or testing, and how many are not highly qualified. This evidence will include OPI generated reports and documents. The submitted evidence will also include the letters sent to the LEAs and to the Deans and Licensure Officials regarding their need to notify teachers and prospective teachers about the need for subject matter testing.

By May 30, 2009, the OPI will also submit to ED any documents it distributed to LEAs eligible for SRSA to inform them of the need to track multi-subject teachers and get them highly qualified in every subject they teach by the end of each teacher's grace period. The OPI will also submit documentation showing that it is monitoring the progress of SRSA districts in getting these teachers to highly qualified status within the grace period.

By August 2009, the OPI will submit to ED the cut scores the OPI has established to determine whether multi-subject teachers teaching with a minor are highly qualified as well as any other subject matter competence measures that the OPI has decided to adopt. The OPI will also submit a copy of the notification the OPI sends to districts, Deans of Education, Licensure Officials, and teachers regarding the cut scores and measures and their relevance to classifying a teacher as highly qualified for data collection purposes.

By December 2009, the OPI will also submit final highly qualified teacher data for the 2008-09 school year in the Consolidated State Performance Report (CSPR) to the Office of Elementary and Secondary Education (OESE)—these data must include accurate information concerning all core subject classes taught by teachers with a minor in the subject they teach.

**Critical Element I.2 -- Corrective Action Required:**

Within 30 business days, the State must 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 quickly as possible in a manner approved by statute and that the status of these teachers is included in the State's reported HQT data. The submitted plan and timeline must be written to include the required reports and deadlines described below.

**Corrective Action the State Has Already Taken Regarding Critical Element I.2**

Since the monitoring visit, the OPI has taken a number of steps to respond to this finding, including the development and implementation of procedures to gather the number and percentage of core academic classes taught by special education teachers. It has also notified districts, teacher college faculty and others about the highly qualified requirements for special education teachers, and it has begun to analyze and verify the survey data submitted by the LEAs.

The OPI has submitted documentation of the guidance it has provided districts regarding the need to notify parents of students being taught by special education teachers who are not highly qualified. It has also submitted documentation showing the preliminary results of the teacher survey, but those results do not indicate the number and highly qualified status of special education teachers in non-Title I schools.

**Corrective Action the OPI Will Take in the Future Regarding Critical Element I.2**

The OPI is currently collecting additional data regarding special education teachers through another survey.

By May 30, 2009, the OPI will submit its analysis of the data collected from the school districts to determine the number of core academic classes taught by special education teachers. The analysis will also report on the number and percentage of such classes taught by highly qualified teachers. This submission will include OPI-generated reports and documents.

By May 30, 2009, the OPI will also submit a summary of its review of statements of assurance regarding parental notification from LEAs and a copy of a signed and dated parent notification letter. The supporting documents will include a sample of statements of assurance from LEAs.

By December 2009, the OPI will revise its procedures related to on-site accreditation reviews (monitoring) to ensure the accuracy of the assessment of the highly qualified status of each special education teacher teaching core academic subjects and the notification of parents of teachers' highly qualified status.

By December 2009, the OPI will also submit final highly qualified teacher data for the 2008-09 school year in the CSPR to the OESE—these data must include all core subject classes taught by

special education teachers. The OPI will also submit the written procedures it has developed for on-site LEA accreditation reviews (monitoring).

**Critical Element I.3 – Corrective Action Required:**

The State must, within 30 business days, submit to the Department 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. The State must provide the Department with evidence that it is taking this corrective action.

**Corrective Action the State Has Already Taken Regarding Critical Element I.3**

Since the monitoring visit, the OPI has disseminated guidance regarding the need for teachers with Class 5 licenses to show subject matter competence before being assigned to teach the elementary curriculum. This guidance was sent to school districts, teacher college faculty, and others. The OPI also notified districts that Class 5 Alternative Licensed teachers teaching elementary education must meet the ESEA highly qualified teacher requirements by passing the Praxis II subject area test.

**Corrective Action the OPI Will Take in the Future Regarding Critical Element I.3**

By April 2009, the OPI will arrange for the administration of the Praxis II for elementary teachers who hold a Class 5 Alternative License.

By May 30, 2009, the OPI will submit a summary analysis of the data it has collected on teachers teaching with a Class 5 Alternative License. This summary will include data on the number of teachers with a Class 5 Alternative License, how many of these teachers are highly qualified through HOUSSSE or testing, and how many are not highly qualified. This evidence will include OPI generated reports and documents. The evidence will also include a copy of the notification the OPI was required to issue by March 2009 to the districts concerning the need for Class 5 Alternative License teachers to take the Praxis test.

By December 2009, the OPI will also submit final highly qualified teacher data for the 2008-09 school year in the CSPR to the OESE—these data must include accurate information regarding all core subject classes taught by teachers with a Class 5 Alternative License.

**Critical Element III.A.1 Corrective Action Required:**

Within 30 days, the State must provide a written plan and a timeline for determining any LEAs that currently have not met annual measurable objectives for two consecutive years. Within 30 days, the State must also provide a plan and a timeline for ensuring that these LEAs have the required improvement plans in place. The plan submitted must also address how the SEA will provide technical assistance to the LEAs in formulating and implementing their required plans.

### **Corrective Action the State Has Already Taken Regarding Critical Element III.A.1**

Since the monitoring visit, the OPI has compiled a list of districts subject to section 2141(a), and it has indicated that these districts have fulfilled an improvement plan that complies with section 2141(a).

### **Corrective Action the OPI Will Take in the Future Regarding Critical Element III.A.1**

By April 10, 2009, the OPI will submit to ED samples of the plans these districts have developed and fulfilled.

By May 2009, the OPI will identify LEAs subject to 2141(a) based on 07-08 and 08-09 highly qualified teacher data and notify them of the need to develop a 2141(a) plan by a date certain.

By June 2009, the OPI will submit to ED the list of LEAs subject to 2141(a) and a copy of the notice sent to them regarding the need to develop a 2141(a) plan.

By September 2009, the OPI will submit a list of all LEAs with 2141(a) plans along with a sampling of such plans.

### **Critical Element III.A.2 Corrective Action Required:**

Within 30 days, the State must provide a written plan and a 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 AYP for three years. The State must also provide a plan and a timeline for ensuring that the SEA enters into the required agreements on the use of funds with any LEAs not meeting these objectives for three consecutive years.

### **Corrective Action the State Has Already Taken Regarding Critical Element III.A.2**

Since the monitoring visit, the OPI has submitted evidence that there are no districts subject to section 2141(c) at the present time, based on 2005-2008 data.

### **Corrective Action the State Will Take in the Future Regarding Critical Element III.A.2**

By September 2009, the OPI will identify LEAs subject to 2141(c) based on 06-07, 07-08, and 08-09 highly qualified teacher and adequate yearly progress data and notify them of the need to enter into a 2141(c) agreement by a date certain.

By September 2009, the OPI will submit to ED the list of LEAs subject to 2141(c) and a copy of the notice sent to them regarding the need to develop a 2141(c) plan.

By October 2009, the OPI will submit a list of all LEAs with 2141(c) plans along with a sampling of such plans.

**Critical Elements I.4, II.A.1, and II.B.1**

Because of the highly qualified teacher definitional issues discussed above in I.1, I.2, and I.3, Montana was unable to ensure that all teachers hired in Title I schools are highly qualified or that the highly qualified teacher data in the CSPR or the annual report cards were accurate, as required by the ESEA. Since the monitoring visit, the State has committed to ensure that the actions described above will result in full compliance with these requirements. The OPI has 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.

The Department will follow up with the OPI to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE was in full compliance with Title II, part A of the ESEA.

We commend your work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Montana.

Sincerely,



James Butler  
Group Leader, Teacher Quality Programs

cc: Jan Clinard  
Patricia Johnson  
Nancy Coopersmith  
Linda Peterson

Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

|                                                       | 2008<br>Actual     | Recovery Act<br>Estimate | 2009<br>Estimate   | Change Fiscal Year 2008 to 2009 |              |
|-------------------------------------------------------|--------------------|--------------------------|--------------------|---------------------------------|--------------|
|                                                       |                    |                          |                    | Amount                          | Percent      |
| Federal Pell Grants                                   | 56,600,000         | 0                        | 79,500,000         | 22,900,000                      | 40.5%        |
| Federal Supplemental Educational Opportunity Grants   | 1,996,603          | 0                        | 1,996,604          | 1                               | 0.0%         |
| Federal Work-Study                                    | 3,206,802          | 654,121                  | 3,206,801          | -1                              | 0.0%         |
| Leveraging Educational Assistance Partnership         | 220,471            | 0                        | 220,472            | 1                               | 0.0%         |
| Byrd Honors Scholarships                              | 118,500            | 0                        | 120,000            | 1,500                           | 1.3%         |
| College Access Challenge Grant                        | 330,000            | 0                        | 330,000            | 0                               | 0.0%         |
| <b>Subtotal, All Postsecondary Education Programs</b> | <b>62,472,376</b>  | <b>654,121</b>           | <b>85,373,877</b>  | <b>22,901,501</b>               | <b>36.7%</b> |
| Vocational Rehabilitation State Grants                | 11,071,300         | 2,059,043                | 11,187,185         | 115,885                         | 1.0%         |
| Client Assistance State Grants                        | 117,465            | 0                        | 117,463            | -2                              | 0.0%         |
| Protection and Advocacy of Individual Rights          | 157,505            | 0                        | 166,262            | 8,757                           | 5.6%         |
| Supported Employment State Grants                     | 300,000            | 0                        | 300,000            | 0                               | 0.0%         |
| Independent Living State Grants                       | 296,212            | 242,913                  | 312,984            | 16,772                          | 5.7%         |
| Services for Older Blind Individuals                  | 225,000            | 13,781                   | 225,000            | 0                               | 0.0%         |
| Assistive Technology State Grant Program              | 423,062            | 0                        | 434,733            | 11,671                          | 2.8%         |
| Protection and Advocacy for Assistive Technology      | 50,000             | 0                        | 50,000             | 0                               | 0.0%         |
| Adult Basic and Literacy Education State Grants       | 1,349,029          | 0                        | 1,214,127          | -134,902                        | -10.0%       |
| English Literacy and Civics Education State Grants    | 60,000             | 0                        | 60,000             | 0                               | 0.0%         |
| State Grants for Incarcerated Youth Offenders         | 65,981             | 0                        | 50,686             | -15,295                         | -23.2%       |
| <b>Subtotal, All Other</b>                            | <b>14,115,554</b>  | <b>2,315,737</b>         | <b>14,118,440</b>  | <b>2,886</b>                    | <b>0.0%</b>  |
| <b>Total</b>                                          | <b>245,998,503</b> | <b>241,182,872</b>       | <b>273,747,606</b> | <b>27,749,102</b>               | <b>11.3%</b> |
| New Student Loan Volume:                              |                    |                          |                    |                                 |              |
| Federal Direct Student Loans                          | 0                  | 0                        | 0                  | 0                               | ---          |
| Federal Family Education Loans                        | 152,883,562        | 0                        | 188,837,077        | 35,953,515                      | 23.5%        |
| <b>Total, New Student Loan Volume</b>                 | <b>152,883,562</b> | <b>0</b>                 | <b>188,837,077</b> | <b>35,953,515</b>               | <b>23.5%</b> |
| <b>Grand Total</b>                                    | <b>398,882,065</b> | <b>241,182,872</b>       | <b>462,584,683</b> | <b>63,702,618</b>               | <b>16.0%</b> |



Funds for State Formula-Allocated and Selected Student Aid Programs

U.S. Department of Education Funding

Montana

|                                                                                                                   | 2008        | Recovery Act | 2009        | Change Fiscal Year 2008 to 2009 |         |
|-------------------------------------------------------------------------------------------------------------------|-------------|--------------|-------------|---------------------------------|---------|
|                                                                                                                   | Actual      | Estimate     | Estimate    | Amount                          | Percent |
| ESEA Title I Grants to Local Educational Agencies                                                                 | 43,554,773  | 34,650,000   | 45,749,999  | 2,195,226                       | 5.0%    |
| School Improvement Grants                                                                                         | 1,530,992   | 9,789,360    | 1,780,518   | 249,526                         | 16.3%   |
| Reading First State Grants                                                                                        | 1,128,258   | 0            | 0           | -1,128,258                      | -100.0% |
| Even Start                                                                                                        | 305,690     | 0            | 305,688     | -2                              | 0.0%    |
| State Agency Program--Migrant                                                                                     | 939,274     | 0            | 1,051,288   | 112,014                         | 11.9%   |
| State Agency Program--Neglected and Delinquent                                                                    | 115,086     | 0            | 106,311     | -8,775                          | -7.6%   |
| Comprehensive School Reform (Title I)                                                                             | 0           | 0            | 0           | 0                               | ---     |
| Subtotal, Education for the Disadvantaged                                                                         | 47,574,073  | 44,439,360   | 48,993,804  | 1,419,731                       | 3.0%    |
| Impact Aid Basic Support Payments                                                                                 | 41,012,608  | 0            | 42,043,348  | 1,030,740                       | 2.5%    |
| Impact Aid Payments for Children with Disabilities                                                                | 1,283,572   | 0            | 1,377,147   | 93,575                          | 7.3%    |
| Impact Aid Construction                                                                                           | 0           | 1,589,675    | 0           | 0                               | ---     |
| Subtotal, Impact Aid                                                                                              | 42,296,180  | 1,589,675    | 43,420,495  | 1,124,315                       | 2.7%    |
| Improving Teacher Quality State Grants                                                                            | 13,987,032  | 0            | 13,986,101  | -931                            | 0.0%    |
| Mathematics and Science Partnerships                                                                              | 890,414     | 0            | 890,416     | 2                               | 0.0%    |
| Educational Technology State Grants                                                                               | 1,294,335   | 3,209,375    | 1,305,843   | 11,508                          | 0.9%    |
| 21st Century Community Learning Centers                                                                           | 5,297,714   | 0            | 5,542,713   | 244,999                         | 4.6%    |
| State Assessments                                                                                                 | 3,713,659   | 0            | 3,713,659   | 0                               | 0.0%    |
| Rural and Low-income Schools Program                                                                              | 185,093     | 0            | 186,933     | 1,840                           | 1.0%    |
| Small, Rural School Achievement Program                                                                           | 4,806,160   | 0            | 4,848,884   | 42,724                          | 0.9%    |
| Indian Education--Grants to Local Educational Agencies                                                            | 2,929,010   | 0            | 3,191,664   | 262,654                         | 9.0%    |
| Safe and Drug-Free Schools and Communities State Grants                                                           | 1,423,348   | 0            | 1,423,348   | 0                               | 0.0%    |
| Language Acquisition State Grants                                                                                 | 500,000     | 0            | 501,875     | 1,875                           | 0.4%    |
| Subtotal, All of the Above Programs, which are authorized by<br>the <i>Elementary and Secondary Education Act</i> | 124,897,018 | 49,238,410   | 128,005,735 | 3,108,717                       | 2.5%    |
| Education for Homeless Children and Youth                                                                         | 198,403     | 175,966      | 162,636     | -35,767                         | -18.0%  |

|                                                          |             |                          |             |           |       |
|----------------------------------------------------------|-------------|--------------------------|-------------|-----------|-------|
| Special Education--Grants to States                      | 35,120,309  | 36,708,056               | 36,979,307  | 1,858,998 | 5.3%  |
| Special Education--Preschool Grants                      | 1,162,983   | 1,260,947                | 1,162,982   | -1        | 0.0%  |
| Grants for Infants and Families                          | 2,135,315   | 2,139,843                | 2,152,956   | 17,641    | 0.8%  |
| Subtotal, Special Education                              | 38,418,607  | 40,108,846               | 40,295,245  | 1,876,638 | 4.9%  |
|                                                          |             |                          |             |           |       |
| Career and Technical Education State Grants              | 5,468,522   | 0                        | 5,363,650   | -104,872  | -1.9% |
| Tech-Prep Education State Grants                         | 428,023     | 0                        | 428,023     | 0         | 0.0%  |
| Subtotal, Vocational and Adult Education                 | 5,896,545   | 0                        | 5,791,673   | -104,872  | -1.8% |
|                                                          |             |                          |             |           |       |
| State Fiscal Stabilization Fund--Education State Grants  | 0           | 121,628,250 <sup>1</sup> | 0           | 0         | ---   |
| State Fiscal Stabilization Fund--Government Services     | 0           | 27,061,542 <sup>2</sup>  | 0           | 0         | ---   |
| Subtotal, State Stabilization Fund                       | 0           | 148,689,792              | 0           | 0         | ---   |
|                                                          |             |                          |             |           |       |
| <b>Subtotal, All Elementary/Secondary Level Programs</b> | 169,410,573 | 238,213,014              | 174,255,288 | 4,844,715 | 2.9%  |
|                                                          |             |                          |             |           |       |

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Update on the Revisions of the K-12 Communication Arts Content Standards and Performance Descriptors

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education an update on the revision process of the K-12 Communication Arts Content Standards and Performance Descriptors. This presentation includes the selection of writing team, standards-based education foundational documents; research and best practices; and timeline for next steps.

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Update on Brockton Public Schools' Plan for Non-licensed Teacher

**PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction

**OVERVIEW:** At the March Board of Public Education (BPE) meeting the board directed the following action regarding Brockton Public Schools: (1) a letter from the BPE disapproving the corrective plan; (2) request for the Brockton Superintendent and Board Chair to appear before the BPE 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 will be held on May 4, 2009.

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action



## 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

Katie 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

March 31, 2009

Rodney Burshia, Chair  
Brockton School District  
P.O. Box 198  
Brockton, MT 59213

Dear Mr. Burshia:

Based on a recommendation by the State Superintendent of Public Instruction, the Montana Board of Public Education moved to disapprove the Brockton Public Schools' plan for a non-licensed teacher at its March 12-13, 2009 meeting held in Helena, MT by the following motion:

**“MOTION: Mr. Storrs Bishop moved that the Board of Public Education accept State Superintendent Denise Juneau’s recommendation to disapprove Brockton Public School’s plan for a non-licensed teacher and OPI will arrange for a meeting with the Board Chair and Superintendent Whitesell in Brockton to deliver and discuss the disapproval letter. The disapproval letter will contain a request that Superintendent Whitesell and the Board Chair appear before the Board of Public Education at the May 7-8, 2009 meeting in Great Falls. Ms. Angela McLean seconded. Motion passed 5 to 1.”**

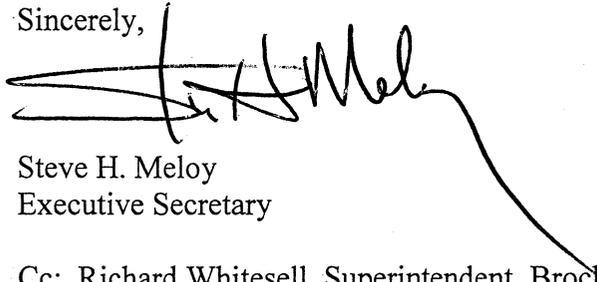
The plan submitted by Brockton Public Schools' Superintendent Richard Whitesell on February 11, 2009 is disapproved. In addition, the Superintendent of Public Instruction recommended that the Office of Public Instruction arrange for a meeting with you and Superintendent Whitesell in Brockton as soon as possible to deliver and discuss this letter of disapproval. Per the Board of Public Education's motion, this disapproval letter contains a request by the Board of Public Education that you and Superintendent Whitesell appear before the Board at the May 7-8, 2009 meeting in Great Falls at the Montana School for the Deaf and Blind.

Please be advised that Dale Kimmet, Accreditation Specialist at the Office of Public Instruction will be in contact with Superintendent Whitesell to set up a meeting in Brockton with you and Mr. Whitesell at your convenience. During this meeting he will discuss this disapproval letter and the request by the Board of Public Education for your appearance at the May 2009 meeting. The Board is committed to work with you and your district to resolve this serious matter. However, be advised that your 2009-2010 accreditation status may be in jeopardy if your district continues to use the non-licensed teacher in question.

The Board of Public Education takes very seriously its constitutional and statutory charge of assuring that our public schools meet and/or exceed the accreditation standards to ensure a quality education for all students.

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". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

Steve H. Meloy  
Executive Secretary

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

# Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 MAY UPDATE

**Color Key:** Black – General Deviation Comments    **Red – Significant and/or On-going Deviation Issues**  
**Blue – OPI Comment/Recommendations (Previous)**    **Green – OPI Comment/Recommendations (Current)**

## CARBON COUNTY

### **Bridger Elementary: SY 2007-08 Advice Status**

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

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

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

**OPI Review/Recommendation – 3/09 – Endorsement for elementary curriculum received March 16, 2009.**

## FERGUS COUNTY

### **Lewistown Public Schools**

#### **Garfield School: SY 2006-07 Advice**

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

#### **Highland Park School SY 2006-07 Advice**

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

#### **Lewis & Clark School: SY 2006-07 Advice**

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

#### **Lewistown 7-8: SY 2006-07 Deficiency**

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

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

**OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.**

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

**OPI Review/Recommendation – 5/08 - Recommend Approval**

**Garfield School: SY 2007-08 Deficiency**

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

**Highland Park School SY 2007-08 Deficiency**

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

**Lewis & Clark School: SY 2007-08 Deficiency**

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

**Lewistown 7-8: SY 2007-08 Deficiency**

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

**Fergus High School: SY 2007-08 Deficiency**

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

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

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

**OPI Review/Recommendation – 4/09 – Met with the Superintendent, Board Chair, and Business Manager on April 2, 2009 – please refer to the agenda item "Progress Report and Recommendations for On-site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations."**

## **FLATHEAD COUNTY**

**Helena Flats School: SY 2007-08 Advice Status**

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students. Third occurrence.

10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two and three by four each. One combination grade PK-K exceeds 20 students by three. Third occurrence.

**2007-08 Response:** Have a .10 FTE school psychologist who helps with counseling Have paraprofessionals in classrooms as required.

**OPI Review/Recommendation – 12/08 – Recommend alternative variance.**

**OPI Review/Recommendation – 2/09 – Have received an alternative standard – will review and make a recommendation at the May BPE meeting.**

**OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.**

## Whitefish Public Schools

### Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6<sup>th</sup> yr.

**OPI Review/Recommendation – 12/07 – Visited district and met with Superintendent on November 16, 2007 and again on December 6, 2007 – plan pending. Continue to monitor and report back at March BPE meeting.**

**OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50 percent complete. Will continue process and report back at July BPE meeting.**

### Whitefish Central 7-8: SY 2007-08 Deficiency

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 24.0 and 256 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Seventh occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.64 FTE for 256 students. First occurrence.

**2007-08 Response:** Principal FTE increase to 1.0. Librarian FTE at .5 with a .5 aide. Counselor FTE increase to meet accreditation.

**OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Will revisit the alternative standard for library and make a recommendation at the March BPE meeting.**

**OPI Review/Recommendation – 2/09 – The alternative standard will be revisited this spring and a recommendation will be made at the May BPE meeting.**

**OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.**

## JEFFERSON COUNTY

## Montana City Elementary: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 32.9. First occurrence.

10.55.708.1 Teacher is assigned to teach Physical Education in grade(s) 1-3 with a secondary level license endorsed for Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) Montana City School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 272 students. Second occurrence.

**2007-08 Response: The Superintendent is now full-time. Hired properly endorsed teachers to teach PE and Art. Applied for a library alternative.**

**OPI Review/Recommendation – 12/08 – Have recommended disapproval of the library alternative.**

**OPI Review/Recommendation – 2/09 – Will make a recommendation at the May BPE meeting.**

**OPI Review/Recommendation – 4/09 – Plan to hire additional library FTE for the 2008-09 school year – recommend approval.**

## RAVALLI COUNTY

### Hamilton High School: SY 2007-08 Advice Status

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

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

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 569 students. Second occurrence.

**2007-08 Response: Special Education teacher is now properly endorsed. PE teacher agreed to enroll in an internship program. Plan to apply for a library alternative standard.**

**OPI Review/Recommendation – 12/08 – Special Education teacher is properly endorsed and the P.E. teacher is enrolled in an internship program. Received an alternative plan for library, will evaluate and report to BPE in March.**

**OPI Review/Recommendation – 2/09 – Received an alternative plan for library, will evaluate and report to BPE in May.**

**OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 15 – a recommendation will be made at the July BPE meeting.**

## ROOSEVELT COUNTY

### Brockton 7-8: SY 2007-08 Advice Status

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

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

**2007-08 Response:** Teacher received a library endorsement during the past school year. Did not have a teacher last year, continue trying to find a certified music teacher.

**OPI Review/Recommendation – 12/08 – Teacher received a library endorsement – Hired a non-licensed music teacher. If licensure issue not satisfied by December 1, 2008 Superintendent and Board Chair will be called to the January 2009 BPE meeting.**

**OPI Review/Recommendation – 2/09 – Submitted an unacceptable plan. 2009-10 Accreditation may be in jeopardy.**

**OPI Review/Recommendation – 4/09 – See agenda item "Consideration of Brockton Public Schools' Plan to Correct Ongoing Employment of Non-licensed Teacher"**

## YELLOWSTONE COUNTY

### Billings Schools:

#### Highland School - SY 2006-07 Advice Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .740 FTE for 296 students. 2<sup>nd</sup> yr.

**2006-07 Response:** No plan provided.

**OPI Review/Recommendation – 12/07 – Monitor.**

#### Highland School: SY 2007-08 Deficiency Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.72 FTE for 289 students. Third occurrence.

**2007-08 Response:** Currently have .6 FTE, the FTE allocation has been determined by the needs. State funding available will increase FTE.

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.**

#### Meadowlark School - SY 2006-07 Advice Status

10.55.709.1(a) Meadowlark School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 1<sup>st</sup> yr.

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.293 FTE for 517 students. 2<sup>nd</sup> yr.

**2006-07 Response:** Meadowlark enrollment includes special education students attending pre-school at Headstart and community centers. Actual count for accreditation purposes should be 345.

**OPI Review/Recommendation – 12/07 – No deviations.**

#### Meadowlark School: SY 2007-08 Deficiency Status

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.98 FTE for 392 students. Third occurrence.

**2007-08 Response: Currently have .8 FTE, have increased FTE for past six years.**

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.**

#### **Poly Drive School - SY 2006-07 Advice Status**

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .775 FTE for 310 students. 2<sup>nd</sup> yr.

**2006-07 Response:** District wants to include social worker and psychologist as well as .5 FTE counselor.

**OPI Review/Recommendation – 12/07 – Recommend approval and monitor.**

#### **Poly Drive School: SY 2007-08 Deficiency Status**

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.75 FTE for 300 students. Third occurrence.

**2007-08 Response: Currently have .6 FTE, have increased FTE for past six years.**

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.**

#### **Boulder School: SY 2007-08 Deficiency Status**

10.55.710.1 Boulder School does not provide school counseling services at the elementary level. Third occurrence.

**2007-08 Response: Have .8 FTE, increased each year for past six. Have a full-time social worker on staff.**

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.**

#### **OPI Review/Recommendation – 2/09 –**

Dale Kimmet and Al Mc Milin met with Kathy Olson, Director of Elementary Education, at the Lincoln Center to discuss the disapproval of the district's improvement plan for Highland, Poly Drive, Boulder and Meadowlark elementary schools due to insufficient counseling FTE. This is the fourth year that all four schools have had this deviation. Superintendent Jack Copps had intended to be present but was unable to attend.

The following points were stressed with Ms. Olson:

1. With the denial of the elementary counseling alternative standard in 2005, it was expected that the district would gradually add FTE to bring all schools up to the required level of counseling FTE required. While the district had been moving in that direction the current improvement plan made the statement that continued addition of FTE would be contingent on additional/available state funding.

2. Ms. Olson was reminded that correcting deviations from the minimum standards in a timely manner cannot be based upon "funding."
3. The purpose of the visit was work with the district to develop an acceptable improvement plan to address the deficiencies.
4. In addition, the increasing deviations in class overloads and library FTE was noted with Ms. Olson.

The district's basic points:

1. The district stands behind the improvement plan as submitted.
2. The district still believes that the renewal of the counseling alternative standard that was denied by the Board of Public Education in July of 2005 should have been approved.
3. The district believes that they need to provide the necessary counseling FTE using the elementary population as a whole not by school. Once that threshold is met then they must determine the best use of that counseling FTE at each school. (They have a total of 29 FTE for elementary counseling for the reported 10,201 student enrollment. At a 1 to 400 ratio they do meet their threshold.)
4. The district also employs some social worker FTE in support of the counselors. Ms. Olson also noted that some of the elementary principals also hold counseling endorsements.
5. The district has an effective, highly prescriptive and student-centered counseling program.
6. They have been and remain committed to the staffing counseling FTE based upon need. In some schools this has meant having more FTE than the minimum.
7. The district believes that the three schools in question have a much lower need based upon the higher socio-economic demographics of their respective areas.
8. The district is facing the prospect of additional FTE cuts for next year. Ms. Olson believes some of those cuts will come in the counseling area.

Recommended Next Steps:

As noted, it has been the practice to allow the large districts three to five years to accomplish the needed addition of FTE when alternative standard such as this one comes to an end. This is the fourth year for Billings in such a cycle.

They have added total counseling FTE as follows:

|           |          |
|-----------|----------|
| 2005-2006 | 24.4 FTE |
| 2006-2007 | 25.6 FTE |
| 2007-2008 | 26 FTE   |
| 2008-2009 | 29 FTE   |

The issue still remains of the schools in question and adding additional FTE being based on available funding.

It is recommended that the OPI accreditation specialist set up another meeting in March with Superintendent Copps and at that meeting stress the requirements that need to be met and again, offer any technical assistance in developing a new improvement plan. In addition, discuss with him the process outlined under Accreditation Response Options for Continuing Deviations protocol. The Accreditation team will provide an update report in May.

**OPI Review/Recommendation – 4/09 – Scheduled to meet with Superintendent Copps on April 27 – will report at the July BPE meeting.**

## PRIVATE SCHOOLS

### Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies – 1<sup>st</sup> yr.

**2005-2006 Response:** Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

**OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.**

### SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2<sup>nd</sup> yr.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2006-07 Response:** Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

**OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.**

### Lustre Christian High School: 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

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

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

**Note:** School has more than 5 percent of its total instructional assignments taught by misassigned staff. Second occurrence.

**2007-08 Response:** Teacher now has an alternative license. Different teacher will teach PE who is working with MSU-B to get the endorsement. New Science teacher hired.

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

**Additional Response:** As of two weeks ago the PE teacher was told by Rocky Mountain College that they could get her the PE endorsement via interactive TV and on-line correspondence courses. The paperwork has been sent in and the accreditation specialist is waiting for the final details from RMC.

**OPI Review/Recommendation – 2/09 – will continue to monitor and report to the BPE in May**

**OPI Review/Recommendation – 4/09 – still waiting for a response indicating that RMC has accepted the teacher into any internship program – will continue to monitor.**

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** Progress Report and Recommendations on On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations
- PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education a progress report and recommendations regarding on-site Accreditation visits for schools with continuing serious accreditation deviations.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations
- OUTLYING ISSUE(S):** The state superintendent of public instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently and with intention toward continuous education improvement? The state superintendent follows the process approved by the BPE to address ongoing accreditation deviations. See the attached, "Accreditation Response Options for Continuing Deviations."
- RECOMMENDATION(S):** Action



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**Denise Juneau**  
Superintendent

**ACCREDITATION RESPONSE OPTIONS  
FOR CONTINUING DEVIATIONS**

- I. All Accredited Schools with Continuing Deviations
  - A. For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.
  - B. For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.
  - C. Schools with Continued Use of Non-Licensed Teachers
- II First year using non-licensed teacher –Deficiency Status. A letter will be sent from the state superintendent's office emphasizing the serious consequences should the district continue to use non-licensed teachers(s).
- III Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

**On-site Reviews to Validate Self Reporting of Annual Data Collection**

- I. Random selection of schools
  - A. Any school
  - B. Schools that have shown continued improvement
  - C. Schools that have maintained Regular Accreditation Status for five years
- II. On-Site visits to schools
  - A. Schools that have reported data which contains inaccurate or inconsistent information
  - B. School districts that have continuing deviations

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**Denise Juneau**  
Superintendent

April 2009

**Progress Report on On-Site Accreditation Visits for Schools with  
Continuing Serious Accreditation Deviations**

Pryor Schools

Date of the visit – February 10, 2009

Present were: Luke Enemy Hunter - Superintendent, Sharon Stands – High School Principal, Kevin Hegland – Counselor, David Stringfield – OPI Title I School Support Coach

Continued Deviation: Continued non-receipt of improvement plans, no librarian, and no World Language or Career and Technology course offerings for the 7<sup>th</sup> grade.

- Discussed the Accreditation Response Options for Continuing Deviations.
- Discussed the reasons that the improvement plans were necessary.
- Pryor has hired a licensed teacher who is not endorsed in library but she is entering into an internship program at MSU-Billings. The superintendent provided an action plan for the completion of the library endorsement.
- Discussed the World Language and Career and Technology problem in the 7<sup>th</sup> grade. The 8<sup>th</sup> graders are in the high school and are served by the high school teachers. The 7<sup>th</sup> graders are in the elementary building and are served by a self-contained teacher. This elementary endorsed teacher teaches the Crow Language and computer technology. A schedule will be sent to the OPI.

Corrective plan was received February 17, 2009 and approved at the March BPE meeting.

Lambert Schools

Date of the visit – February 11, 2009

Present were: Steven Schwartz, Superintendent and Greg Rauschendorfer, Board Chair

Continued Deviation: Non-licensed teacher

- Discussed the Accreditation Response Options for Continuing Deviations.
- Lambert Schools will remove the non-licensed teacher and replace him with a properly licensed and endorsed teacher.

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Corrective plan was received March 9, 2009 stating that a properly licensed and endorsed science teacher was hired on February 18, 2009. Recommend approval of the plan.

### Plentywood Schools

Date of the visit – February 11, 2009

Present were: Joe Bennett, Superintendent

Continued Deviation: Non-licensed teacher

- Discussed the Accreditation Response Options for Continuing Deviations.
- The teacher is enrolled with the Northern Plains Transition to Teaching program in Bozeman. She needs to complete one more course (out of three required) to be eligible to apply for the alternative license. She will have the course completed May 2009.

Corrective plan was received February 20, 2009 stating the enrollment into the Northern Plains Transition to Teaching program and the expected completion of the last course for licensing eligibility. Recommend approval of the plan.

### Lewistown Elementary Schools

Date of the visit – April 2, 2009

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

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

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

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** Addendum to 2008-2009 Accreditation Status Recommendations
- 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 Montana Accreditation Status - Correction Addendum #1

| County        | School District/School(s)     | Status Change From: | Status Change To: | Reason:                                                                                              |
|---------------|-------------------------------|---------------------|-------------------|------------------------------------------------------------------------------------------------------|
| Blaine        | Hays-Lodge Pole K-12 Schools  |                     |                   |                                                                                                      |
|               | Hays-Lodge Pole 7-8           | Regular w/Dev       | Regular           | 708 Misassigned Teacher - district data entry error                                                  |
| Broadwater    | Townsend K-12 Schools         |                     |                   |                                                                                                      |
|               | Cecelia Hazelton School       | Deficiency          | Deficiency        | 709 Non-endorsed Librarian - teacher now in internship program                                       |
|               | Broadwater HS                 | Regular w/Dev       | Regular           | 708 Misassigned Teacher - data entry error (incorrect job code)                                      |
| Carbon        | Belfry K-12 Schools           |                     |                   |                                                                                                      |
|               | Belfry HS                     | Regular w/Dev       | Regular w/ Dev    | 712-713 Class Size - district data entry error                                                       |
| Cascade       | Cascade Public Schools        |                     |                   |                                                                                                      |
|               | Cascade HS                    | Regular w/Dev       | Regular           | 712-713 Class Size - district data entry error                                                       |
| Gallatin      | Amsterdam Elementary          |                     |                   |                                                                                                      |
|               | Amsterdam School              | Advice              | Regular           | 705 Principal FTE - OPI error                                                                        |
|               | West Yellowstone K-12 Schools |                     |                   |                                                                                                      |
|               | West Yellowstone School       | Regular w/Dev       | Regular           | 712-713 Class Size - district data entry error; aide omitted from ADC                                |
| Golden Valley | Ryegate K-12 Schools          |                     |                   |                                                                                                      |
|               | Ryegate School                | Regular             | Regular w/ Dev    | 704 Administrative FTE - school needs part-time Superintendent and half-time principal               |
|               | Ryegate 7-8                   | Regular             | Regular w/ Dev    | 704 Administrative FTE - school needs part-time Superintendent and half-time principal               |
|               | Ryegate HS                    | Regular             | Regular w/ Dev    | 704 Administrative FTE - school needs part-time Superintendent and half-time principal               |
| Hill          | Davey Elementary              |                     |                   |                                                                                                      |
|               | Davey Elementary              | Deficiency          | Regular           | 707 Nonlicensed Teacher - teacher not employed at school; should have been deleted during collection |
| Judith Basin  | Geyser Public Schools         |                     |                   |                                                                                                      |
|               | Geyser 7-8                    | Regular w/Dev       | Regular           | 712-713 Class Size - district data entry error                                                       |
| Lake          | Valley View Elementary        |                     |                   |                                                                                                      |
|               | Valley View School            | Advice              | Advice            | Incorrect cite: deviation is 'no library services' not 'no counseling'                               |

## 2008-2009 Montana Accreditation Status - Correction Addendum #1

| County                   | School District/School(s)            | Status Change From: | Status Change To: | Reason:                                                                               |
|--------------------------|--------------------------------------|---------------------|-------------------|---------------------------------------------------------------------------------------|
| <b>Lewis &amp; Clark</b> | <b>Helena Elementary</b>             |                     |                   |                                                                                       |
|                          | Broadwater School                    | Regular w/Dev       | Regular           | 705 Principal FTE - district data entry error                                         |
| <b>Mineral</b>           | <b>Alberton K-12 Schools</b>         |                     |                   |                                                                                       |
|                          | Alberton School                      | Advice              | Regular           | 705 Principal FTE - administrative FTE allocated incorrectly in ADC                   |
|                          | Alberton HS                          | Regular w/Dev       | Regular w/Dev     | 708 Misassigned Teacher - one corrected                                               |
| <b>Roosevelt</b>         | <b>Frontier Elementary</b>           |                     |                   |                                                                                       |
|                          | Frontier School                      | Regular w/Dev       | Regular w/Dev     | 708 Misassigned Teacher - one corrected                                               |
|                          | Frontier 7-8                         | Deficiency          | Deficiency        | 708 Misassigned Teacher - one corrected                                               |
| <b>Rosebud</b>           | <b>Rosebud Public Schools</b>        |                     |                   |                                                                                       |
|                          | Rosebud HS                           | Regular w/Dev       | Regular w/Dev     | 708 Misassigned Teacher - district data entry error (one corrected)                   |
| <b>Sanders</b>           | <b>Thompson Falls Public Schools</b> |                     |                   |                                                                                       |
|                          | Thompson Falls 7-8                   | Advice              | Regular           | 703 Non-endorsed Principal - FTE allocated incorrectly in ADC                         |
| <b>Yellowstone</b>       | <b>Elder Grove Elementary</b>        |                     |                   |                                                                                       |
|                          | Elder Grove 7-8                      | Regular w/Dev       | Regular           | 712-713 Class Size - district data entry error                                        |
| <b>Private</b>           | <b>St Labre Catholic High School</b> |                     |                   |                                                                                       |
|                          | St Labre Catholic HS                 | Deficiency          | Regular           | 707 Non-licensed Staff - teacher's name in ADC did not match what was in Ed Licensure |

## 2008-2009 Accreditation Status Summary - Addendum #1 - May 2009

|                     |              | All Schools | Elementary Schools | Middle Grade Schools | High Schools |
|---------------------|--------------|-------------|--------------------|----------------------|--------------|
| Public              | Regular      | 521         | 318                | 127                  | 76           |
|                     | Reg w/Dev    | 144         | 60                 | 33                   | 51           |
|                     | Advice       | 52          | 22                 | 22                   | 8            |
|                     | Deficiency   | 106         | 41                 | 32                   | 33           |
|                     | <b>Total</b> | <b>823</b>  | <b>441</b>         | <b>214</b>           | <b>168</b>   |
| State Funded        | Regular      | 3           | 2                  | 0                    | 1            |
|                     | Reg w/Dev    | 2           | 1                  | 0                    | 1            |
|                     | Advice       | 0           | 0                  | 0                    | 0            |
|                     | Deficiency   | 1           | 0                  | 0                    | 1            |
|                     | <b>Total</b> | <b>6</b>    | <b>3</b>           | <b>0</b>             | <b>3</b>     |
| Private             | Regular      | 6           | 0                  | 0                    | 6            |
|                     | Reg w/Dev    | 3           | 0                  | 0                    | 3            |
|                     | Advice       | 0           | 0                  | 0                    | 0            |
|                     | Deficiency   | 5           | 1                  | 1                    | 3            |
|                     | <b>Total</b> | <b>14</b>   | <b>1</b>           | <b>1</b>             | <b>12</b>    |
| <b>Grand Totals</b> |              | <b>843</b>  | <b>445</b>         | <b>215</b>           | <b>183</b>   |

**2008-2009 Accreditation Status Summary - Addendum #1 - May 2009**

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## **EXECUTIVE SUMMARY**

**DATE: MAY 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. In addition, Al McMilin will provide a brief overview and history of the alternative to the standard rule prior to the action items. A sample application and rubric 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



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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: April 20, 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.

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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 Garfield City-County Library three 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 city-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.

**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 Big County Educational Cooperative out of Miles City.
3. Big Dry Elementary 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.**

Cohagen Elementary

Cohagen School

K-8

Current Enrollment: 6

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 Garfield City-County Library 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 city-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.

**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 Big County Educational Cooperative out of Miles City.
3. Cohagen Elementary 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.**

Kester Elementary

Kester 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 Garfield City-County Library once per month.
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 city-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.

**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 Big County Educational Cooperative out of Miles City.
3. Kester Elementary 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.**



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.

**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 Big County Educational Cooperative out of Miles City.
3. Sand Springs Elementary 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.**

### **Custer County**

Kinsey Elementary

Kinsey School                      K-8                      Current Enrollment: 70

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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county 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 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 Big County Educational Cooperative out of Miles City.
3. Kinsey Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

Kircher Elementary

Kircher School                      K-8                      Current Enrollment: 44

Staffing: 4 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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county 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 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 Big County Educational Cooperative out of Miles City.
3. Kircher Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

SH Elementary

SH School

K-8

Current Enrollment: 4

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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county librarian.
4. The teacher uses 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 Big County Educational Cooperative out of Miles City.
3. SH Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

SY Elementary

SY School

K-8

Current Enrollment: 4

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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county librarian.
4. The teacher uses 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 Big County Educational Cooperative out of Miles City.
3. SY Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

Trail Creek Elementary

Riverview School

K-8

Current Enrollment: 2

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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county librarian.
4. The teacher uses 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 Big County Educational Cooperative out of Miles City.
3. Riverview School provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

Cottonwood Elementary

Knowlton School

K-8

Current Enrollment: 3

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 Miles City-County Library two times per year. The public library also provides book kits to the school. Custer County has a contract with the library to provide County Outreach services. The Miles City Library invites all the area rural schools to participate in author visits and special guest presentations.
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 city-county librarian.
4. The teacher uses 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 Big County Educational Cooperative out of Miles City.
3. Knowlton School provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The county also provides a School Resource Officer who conducts lessons on safety and drug and alcohol awareness. The County Health Department provides the school with class presentations on a variety of health related issues.
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.**

Cascade County

Cascade Elementary

Cascade 7-8          Current Enrollment: 61

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. Cascade's enrollment and staffing are as follows:

|     |                 |                             |
|-----|-----------------|-----------------------------|
| K-6 | Enrollment: 138 | Required FTE: 0.5           |
| 7-8 | Enrollment: 61  | Required FTE: Some Fraction |
| HS  | Enrollment: 147 | Required FTE: 0.5           |
4. Enrollment projections are on the decline
5. Current Library staffing: 1.0 FTE Librarian, .5 FTE Library Aide, 1.0 FTE Technology Coordinator
6. Operating a K-12 Library in one location
7. The school has a well-maintained library and is accessible, with the help of a 0.5 FTE library aide, throughout the school day. Students are also able to access the library before school and right after school if there is a definite need. The library collection includes fiction, non-fiction, reference materials, magazines, videos, DVDs, CDs, and newspapers. New resources are added to the library annually. New books are displayed in a pleasing manner on top of the bookshelves.
8. 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.
9. Both students and faculty are very comfortable in making use of the library.
10. 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.

11. The library enjoys full support from the school board both in budget and in policy.

**The proposed alternative meets or exceeds the standard.  
Recommend approval of the alternative standard request.**

Fergus County

Ayers Elementary

Ayers School                      K-8                      Current Enrollment: 13

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 Fergus County Library once per month.
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.

**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 Resource Center Cooperative out of Lewistown.
3. Ayers Elementary 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.**

Deerfield Elementary

Deerfield 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 Fergus County Library once per month.
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.

**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 Resource Center Cooperative out of Lewistown.
3. Deerfield Elementary 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.**

Spring Creek Colony Elementary

Spring Creek Colony 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 Fergus County Library once per month.
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.

**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 Resource Center Cooperative out of Lewistown.
3. Spring Creek Colony Elementary 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.**

King Colony Elementary

King Colony 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 Fergus County Library once per month.
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.

**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 Resource Center Cooperative out of Lewistown.
3. King Colony Elementary 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.**

Sweetgrass County

Melville Elementary

Melville School

K-8

Current Enrollment: 14

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 Stillwater County Library four times per year.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by County Superintendent Susan Metcalf on site one hour per week 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.

**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 Sweetgrass/Stillwater Cooperative out of Columbus.
3. Melville Elementary 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.**

Melville Elementary

McLeod School

K-8

Current Enrollment: 6

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 Stillwater County Library four times per year.



Staffing: 4 teachers

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by a counselor from Huntley. The counselor visits the school every Friday.
3. Pioneer Elementary provides a well-developed counseling curriculum. A listing of the materials used in the program was provided. The “Manners” program is used in the early grades.
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.

Big Horn County

Spring Creek Elementary

Spring Creek School

K-8

Current Enrollment: 8

Staffing: 1 teacher

Standard: 10.55.709 – Library Media Services

1. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Sheridan, Wyoming library every Friday for one hour.
3. Students have technology access and instruction in the use of that technology. Information literacy skills are addressed by the teacher as well as by the Sheridan librarian.
4. The teacher uses various 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 students receive counseling lessons from the Sheridan, Wyoming school counselor each Friday for one hour.
2. Intervention services are provided by a school counselor from the Hardin School District.
3. Spring Creek Elementary 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.**

Carbon County

Luther Elementary

Luther School                      K-8                      Current Enrollment: 14

Staffing: 4 teachers

Standard: 10.55.709 – Library Media Services

1. 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.
2. Students visit the Red Lodge Carnegie Library four times per year and the librarian comes to the school two times per month.
3. 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.
4. Teachers use various 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 ACE Learning Consortium and is a member of the Carbon County/West Yellowstone Special Services Cooperative.
2. Intervention services are provided by the Carbon County/West Yellowstone Special Services Cooperative out of Red Lodge.
3. Luther Elementary 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.**

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 7<sup>th</sup> and 8<sup>th</sup> 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. Since the teachers of these courses also teach similar high school courses, the district has found that the teachers are motivated to conduct better lessons in hopes to encourage students to enroll in the high school courses.
4. This alternative has been in effect for 17 years and the students consistently enroll in the similar high school courses.

**The proposed alternative meets or exceeds the standard.  
Recommend approval of the alternative standard request.**

Molt Elementary

Molt School                      K-8              Current Enrollment: 6

Staffing: 1 teacher

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by the Carbon County/West Yellowstone Cooperative.
3. Molt Elementary 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.**

Pondera County

Miami Elementary

Miami School                      K-8              Current Enrollment: 9

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 Pondera County Library once per month for an hour. The librarian presents a library skills lesson during each visit.
3. Students have technology access and instruction in the use of technology. Information literacy skills are addressed by the classroom teacher 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 not present during the visit but during a follow-up 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.**

Standard: 10.55.710 – Counseling Services

1. The district participates in the MSSA program.
2. Intervention services are provided by a licensed professional counseling in Conrad. The counselor also provides classroom guidance instruction four times per year. The instruction is reinforced by lessons provided by the classroom teacher.
3. Miami Elementary 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 not 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.**

Glacier County

Cut Bank Elementary

Hidden Lake School

K-8

Current Enrollment: 5

Staffing: 1 teacher

Standard: 10.55.709 – Library Media Services

1. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Cut Bank Schools Library two times per year. The librarian presents a library skills lesson during each visit.
3. Students have technology access and instruction in the use of technology. Information literacy skills are addressed by the classroom teacher as well as by the Cut Bank School librarian.
4. 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 Cut Bank school 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.**

Glacier School

K-8

Current Enrollment: 31

Staffing: 2 teachers, 1 aide

Standard: 10.55.709 – Library Media Services

1. The school also has a library on site that is adequately funded and well maintained.
2. Students visit the Cut Bank Schools Library two times per year. The librarian presents a library skills lesson during each visit.
3. Students have technology access and instruction in the use of technology. Information literacy skills are addressed by the classroom teacher as well as by the Cut Bank School librarian.
4. 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 Cut Bank school 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.**

Blaine County

Zurich Elementary

Zurich School

K-8

Current Enrollment: 42

Staffing: 4 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 Blaine County Library at least two times per year. The librarian presents a library skills lesson during each visit.
3. Students have technology access and instruction in the use of technology. Information literacy skills are addressed by the classroom teacher 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 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 a licensed professional counseling in Chinook. The counselor also provides classroom guidance instruction four times per year. The instruction is reinforced by lessons provided by the classroom teacher.



Current Approved Variances - May 2009

| CoName     | ScName                  | ARMRule     | Category                        | StartDate | EndDate   | Enrollment | Years | Cum Yrs |
|------------|-------------------------|-------------|---------------------------------|-----------|-----------|------------|-------|---------|
| 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-03 | 30-Jun-09 | 18         | 6     | 12      |
| Beaverhead | Wise River School       | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 18         | 6     | 12      |
| 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      |
| Carbon     | Edgar Elementary School | 10.55.709   | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 4          | 6     | 14      |
| Carbon     | Edgar Elementary School | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 4          | 6     | 14      |
| 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 |            |       |         |
| 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      |



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|----------|--------------------------|---------------|---------------------------------------------|-----------|-----------|------------|-------|---------|
| 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       |
| Dawson   | Jefferson School         | 10.55.704.1.a | Administration Superintendent<br>Assignment | 01-Jul-04 | 30-Jun-09 | 245        | 5     | 4       |
| Dawson   | Lincoln School           | 10.55.704.1.a | Administration Superintendent<br>Assignment | 01-Jul-04 | 30-Jun-09 | 205        | 5     | 4       |
| Dawson   | Washington Middle School | 10.55.704.1.a | Administration Superintendent<br>Assignment | 01-Jul-04 | 30-Jun-09 | 337        | 5     | 5       |
| Dawson   | Dawson High School       | 10.55.704.1.a | Administration Superintendent<br>Assignment | 01-Jul-04 | 30-Jun-09 | 407        | 5     | 5       |
| Fergus   | Highland Park School     | 10.55.710     | Guidance Staff Requirement                  | 01-Jul-03 | 30-Jun-09 | 279        | 6     | 14      |
| Fergus   | Lewis & Clark School     | 10.55.710     | Guidance Staff Requirement                  | 01-Jul-03 | 30-Jun-09 | 179        | 6     | 14      |
| Fergus   | Garfield School          | 10.55.710     | Guidance Staff Requirement                  | 01-Jul-03 | 30-Jun-09 | 214        | 6     | 14      |
| 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 Schl | 10.55.709.3   | Library Media Staff Requirement             | 01-Jul-09 | 30-Jun-14 | 8          | 5     | 12      |
| Fergus   | Spring Creek Colony Schl | 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     |         |
| 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      |



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|---------------|---------------------------|-------------|---------------------------------|-----------|-----------|------------|-------|---------|
| 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 Schl  | 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       |
| Gallatin      | Springhill School         | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 8          | 5     | 10      |
| Gallatin      | Springhill School         | 10.55.710   | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 8          | 5     | 9       |
| Gallatin      | Pass Creek School         | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 9          | 5     | 10      |
| Gallatin      | Pass Creek School         | 10.55.710   | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 9          | 5     | 9       |
| Gallatin      | LaMotte School            | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 61         | 5     | 7       |
| Gallatin      | LaMotte 7-8               | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 7          | 5     | 7       |
| 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      |
| 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-04 | 30-Jun-09 | 17         | 5     | 9       |
| Jefferson     | Cardwell School           | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 50         | 6     | 14      |
| Lake          | Polson High School        | 10.55.709   | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 541        | 6     | 14      |
| 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          | K William Harvey Elem     | 10.55.708.1 | Teacher Assignment              | 01-Jul-03 | 30-Jun-08 | 407        | 5     | 5       |
| Lake          | Dayton School             | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 39         | 5     | 13      |
| Lake          | Dayton School             | 10.55.710   | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 39         | 5     | 13      |
| Lewis & Clark | Jefferson School          | 10.55.710   | Guidance Staff Requirement      | 01-Jul-08 | 30-Jun-13 | 281        | 5     | 17      |



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| 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      |
| Lewis & Clark | Trinity School            | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 9          | 5     | 13      |
| Lewis & Clark | Wolf Creek School         | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 15         | 5     | 13      |
| Lewis & Clark | Auchard Creek School      | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 25         | 6     | 6       |
| Lincoln       | Fortine School            | 10.55.710   | Guidance Staff Requirement      | 01-Jul-08 | 30-Jun-13 | 56         | 5     | 7       |
| 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      |
| Lincoln       | Trego School              | 10.55.709   | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 47         | 6     | 14      |
| Lincoln       | Trego School              | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 47         | 6     | 14      |
| Madison       | Twin Bridges School       | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 114        | 6     | 14      |
| Madison       | Twin Bridges High School  | 10.55.710.4 | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 110        | 6     | 7       |
| Madison       | Twin Bridges 7-8          | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 48         | 6     | 6       |
| Madison       | Ennis School              | 10.55.709.2 | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 182        | 5     | 7       |
| Madison       | Ennis High School         | 10.55.709   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 111        | 5     | 7       |
| Madison       | Ennis 7-8                 | 10.55.709.1 | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 58         | 5     | 5       |
| Meagher       | Lennepe School            | 10.55.710.3 | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 2          | 5     | 11      |
| 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-07 | 30-Jun-09 | 7          | 2     | 16      |
| Park          | Springdale School         | 10.55.710.3 | Guidance Staff Requirement      | 01-Jul-07 | 30-Jun-09 | 7          | 2     | 12      |
| Pondera       | Dupuyer School            | 10.55.709.2 | Library Media Staff Requirement | 01-Jul-08 | 30-Jun-13 | 9          | 5     | 7       |



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| Pondera      | Dupuyer School             | 10.55.710.1   | 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      |
| Powder River | Biddle School              | 10.55.709.2   | Library Media Staff Requirement | 01-Jul-06 | 30-Jun-11 | 9          | 5     | 12      |
| Powder River | 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     |         |
|              |                            |               | Administration Superintendent   |           |           |            |       |         |
| Ravalli      | Edna Thomas School         | 10.55.704.1.a | Assignment                      | 01-Jul-04 | 30-Jun-09 | 198        | 5     | 5       |
|              |                            |               | Administration Superintendent   |           |           |            |       |         |
| Ravalli      | Corvallis High School      | 10.55.704.1.a | Assignment                      | 01-Jul-04 | 30-Jun-09 | 481        | 5     | 5       |
|              |                            |               | Administration Superintendent   |           |           |            |       |         |
| Ravalli      | Quentin Brown Primary K-4  | 10.55.704.1.a | Assignment                      | 01-Jul-04 | 30-Jun-09 | 483        | 5     | 5       |
|              |                            |               | Administration Superintendent   |           |           |            |       |         |
| Ravalli      | Corvallis 7-8              | 10.55.704.1.a | Assignment                      | 01-Jul-04 | 30-Jun-09 | 249        | 5     | 5       |
| Richland     | Sidney 7-8                 | 10.55.709     | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 247        | 5     | 5       |
| Richland     | Sidney Middle School       | 10.55.709     | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 247        | 5     | 5       |
| Richland     | Brorson School             | 10.55.709.2   | Library Media Staff Requirement | 01-Jul-04 | 30-Jun-09 | 5          | 5     | 11      |
| Richland     | Brorson School             | 10.55.710.3   | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 5          | 5     | 11      |
| 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      | Ashland School             | 10.55.710     | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 43         | 2     | 13      |
| Rosebud      | Ashland 7-8                | 10.55.710     | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 10         | 2     | 12      |
| 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      | Plains Elementary School   | 10.55.709     | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 209        | 6     | 14      |
| Sanders      | Plains 7-8                 | 10.55.709     | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 78         | 6     | 6       |
| Sanders      | Plains High School         | 10.55.709     | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 167        | 6     | 12      |
| Sanders      | Camas Prairie School       | 10.55.709     | Library Media Staff Requirement | 01-Jul-06 | 30-Jun-08 | 3          | 2     | 2       |
| Sanders      | Camas Prairie School       | 10.55.710     | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 3          | 2     | 4       |
| Sanders      | Paradise Elementary School | 10.55.710     | Guidance Staff Requirement      | 01-Jul-09 | 30-Jun-11 | 26         | 2     |         |



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| CoName      | ScName              | ARMRule     | Category                        | StartDate | EndDate   | Enrollment | Years | Cum Yrs |
|-------------|---------------------|-------------|---------------------------------|-----------|-----------|------------|-------|---------|
| 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-06 | 30-Jun-08 | 15         | 2     | 8       |
| Silver Bow  | Melrose School      | 10.55.710   | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 15         | 2     | 2       |
| 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-09 | 30-Jun-14 | 42         | 5     | 15      |
| 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-04 | 30-Jun-09 | 35         | 5     | 9       |
| 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      | 01-Jul-04 | 30-Jun-09 | 45         | 5     | 9       |
| Teton       | Pendroy School      | 10.55.710   | Guidance Staff Requirement      | 01-Jul-04 | 30-Jun-09 | 33         | 5     | 9       |
| Teton       | Greenfield School   | 10.55.710   | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 39         | 2     | 4       |
| Teton       | Greenfield 7-8      | 10.55.710   | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-08 | 8          | 2     | 4       |
| Toole       | Galata School       | 10.55.710   | Guidance Staff Requirement      | 01-Jul-06 | 30-Jun-11 | 15         | 5     | 11      |
| Wheatland   | Shawmut School      | 10.55.709   | Library Media Staff Requirement | 01-Jul-03 | 30-Jun-09 | 6          | 6     | 13      |
| Wheatland   | Shawmut School      | 10.55.710   | Guidance Staff Requirement      | 01-Jul-03 | 30-Jun-09 | 6          | 6     | 13      |
| 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      |



## **Bills Currently of interest to the Board of Public Education as of April 17, 2009**

- HB 2 General Appropriation Act – House 2<sup>nd</sup> Reading Senate Amendments Not Concurred by a vote of 98 – 2 on April 16. Free Conference Committee Appointed in the House on April 16. Hearing in the Senate scheduled on April 17.
- HB 15 Fund K-12 Education – Tabled in Senate Finance and Claims Committee on April 17.
- HB 169 Clarify State Payment of Tuition for Homeless Students – House Education Committee Vote Failed; Remains in Committee by a vote of 8-8 on January 16. Missed Deadline for General Bill Transmittal on February 26.
- HB 355 Fund Math and Science Academy at Montana Tech – Tabled in House Education Committee on February 11. Missed Deadline for Appropriation Bill Transmittal on March 26.
- HB 388 Impose Oil and Gas Surtax for Quality Educator Energy for Education Payment – House Education Committee Vote Failed; Remains in Committee on March 24. Missed Deadline for Revenue Bill Transmittal on March 31.
- HB 456 Require Seat Belts on New School Buses – Tabled in House Education Committee on February 16. Missed Deadline for General Bill Transmittal on February 26.
- HB 459 Create and Fund K-12 Distance Learning Network – Senate 3<sup>rd</sup> Reading Concurred 33-17 on April 15. Returned to House with Amendments on April 15.
- HB 562 Allow Change in Application of Protested School Taxes to GTB – Senate 3<sup>rd</sup> Reading Concurred 46-4 on April 8. Signed by House Speaker on April 15. Signed by Senate President on April 16. Transmitted to the Governor on April 16.
- HB 645 Implement Receipt of an Appropriate Federal Stimulus and Recovery Funds – Senate 3<sup>rd</sup> Reading Concurred 27-23 on April 17. House 2<sup>nd</sup> Reading Senate Amendments Not Concurred 73-27 on April 17.
- HB 676 Statutory Implementation of General Appropriation Act – Senate 3<sup>rd</sup> Reading Concurred 30-20 on April 15. House 2<sup>nd</sup> Reading Senate Amendments Not Concurred 91-9 on April 17.
- HJ 6 Urge Development of K-12 Education Shared Policy Goals – Senate 3<sup>rd</sup> Reading Concurred 42-6 on March 12. Signed by House Speaker on March 16. Signed by Senate President on March 16. Filed with Secretary of State on March 16.
- HR 2 Antibullying in Schools Resolution – Resolution Adopted in House 86-11 on March 3. Signed by Speaker of the House on March 4. Filed with Secretary of State on March 5.
- SB 67 Required Funding Before Schools Rules with Fiscal Impact Implemented – House Education Committee Vote Failed; Remains in Committee 8-8 on March 4.

- SB 69 Increase the Quality Educator Payment – Tabled in Senate Finance and Claims on March 16. Missed Deadline for Appropriation Bill Transmittal on March 26.
- SB 70 Apply Inflationary Adjustments to K-12 BASE Aid and General Fund Components – Tabled in Senate Finance and Claims Committee on March 16. Missed Deadline for Appropriation Bill Transmittal March 26.
- SB 80 Elect Board of Regents – House Education Committee Vote Failed; Remains in Committee 8-8 on March 20.
- SB 81 Elect Board of Public Education – House Education Committee Vote Failed; Remains in Committee 8-8 on March 27. House Motion Failed 46-44 on March 28.
- SB 173 Clarify Ability of School Districts to Share Superintendents and Principals – House 3<sup>rd</sup> Reading Concurred 99-0 on March 21. Signed by Senate President on March 23. Signed by House Speaker on March 24. Signed by Governor on April 2.
- SB 485 Financial Literacy Pilot Program – House Education Committee Vote Failed; Remains in Committee 8-8 on March 20.
- SJ 4 Study Option for Improving Administrative Efficiencies in School System – Tabled in House Education Committee on March 4.
- SJ 8 Urge Development of K-20 Education Shared Policy Goals – House 3<sup>rd</sup> Reading Concurred 62-38 on March 12. Signed by Senate President on March 14. Signed by House Speaker on March 16. Filed with Secretary of State on March 16.
- SJ 12 Approve Bitterroot Valley Community College – Tabled in Senate Education and Cultural Resources on February 12. Missed Deadline for General Bill Transmittal on February 26.
- SJ 34 Study Educational Achievement – Senate 2<sup>nd</sup> Reading Pass Motion Failed on Voice Vote 23-27 on April 15. Senate 2<sup>nd</sup> Reading Indefinitely Postponed 28-22 on April 15.
- SR 4 Confirm Appointee to Board of Regents – Senate Education and Cultural Resources Committee Executive—Resolution Adopted 9-0 on February 19. Resolution Adopted in Senate 49-0 on February 20. Filed with Secretary of State on February 25.
- SR 5 Confirm Appointee to Board of Public Education – Senate Education and Cultural Resources Committee Executive Action—Resolution Adopted for Mr. Bernie Olson 9-0 on February 19. Resolution Adopted in Senate 49-0 on February 20. Filed with Secretary of State on February 25.
- SR 6 Confirm Appointee to Board of Public Education – Senate Education and Cultural Resources Committee Executive Action—Bill Passed 9-0 on February 19. Resolution Adopted in Senate 49-0 on February 20. Filed with Secretary of State on February 25.
- SR 38 Confirm Appointee to Board of Public Education – Senate Education and Cultural Resources Committee Executive Action—Resolution Adopted 9-0 on April 15. Scheduled for Consideration under Special Orders in the Senate on April 17.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** The BPE Sign Language Interpreters' Standards Work Group will present recommendations and draft ARM rules to the Board of Public Education pertaining to sign language interpreters who work in P-12 schools.
- PRESENTERS:** Dr. Douglas Reisig, Chair, and members of the BPE Sign Language Interpreters' Work Group
- 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.
- This presentation will provide a summary of task force discussions and an overview of proposed ARM rules to establish standards for sign language interpreters.
- REQUESTED DECISION(S):** Information item
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Thoughtful consideration of the task force's recommendations.

**BPE PRESENTATION**

ARM 10.55.718 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

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Spotlight on OPI School Finance Division

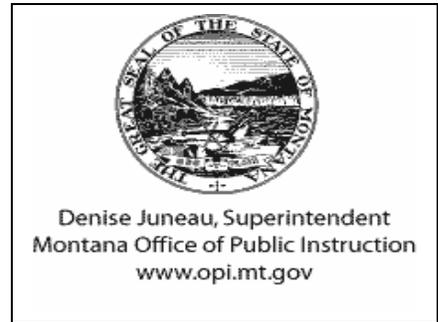
**PRESENTER:** Denise Ulberg  
School Finance Division Administrator  
Office of Public Instruction

**OVERVIEW:** The School Finance Division consists of 10 OPI staff members who are responsible for a wide variety of duties related to school finance, budgeting and accounting.

**REQUESTED DECISION(S):** Information only.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information only.



## **SPOTLIGHT ON SCHOOL FINANCE DIVISION**

### **OUR STAFF**

- Denise Ulberg, Division Administrator
- Janelle Graybeal, Financial Specialist Supervisor
- Nica Carte, Financial Specialist
- Kathleen Wanner, Financial Specialist
- Rebecca Phillips, Auditor
- Paul Taylor, Budget Analyst
- Adam Anfinson, Financial Specialist
- Maxine Mougeot, Financial Specialist
- Donell Rosenthal, Computer Support Specialist
- Lynnette Geske, Programmer

*~ see attached staff list for areas of responsibility and contact information ~*

### **OUR CUSTOMERS**

Our primary customers are Montana's 430 school districts and 21 special education cooperatives. We work with approximately 800 to 1,000 school and county staff (clerks, business managers, superintendents, trustees, directors and county officials). We also provide information and services to the following:

OPI staff

Board of Public Education

Other state agencies – Department of Revenue, Legislative Fiscal Division,  
Governor's Budget Office

Federal agencies – National Center for Education Statistics (NCES),  
Federal Impact Aid

Legislators

Montana education associations – MASBO, MTSBA, MEA-MFT, SAM

Taxpayers and community leaders

Students and parents

Bus Drivers, bus contractors and district pupil transportation directors

## WHAT WE DO

### State Payments to Schools and Counties

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 1/10<sup>th</sup> of 1% of that amount to make it all happen. The 14 payment programs and one-time-only distributions for FY2009 are as follows:

|                                                             |               |
|-------------------------------------------------------------|---------------|
| Direct State Aid                                            | \$376,156,305 |
| Quality Educator Payment                                    | 38,299,312    |
| At-risk Student Payment                                     | 5,000,000     |
| Indian Education for All Payment                            | 3,055,011     |
| American Indian Achievement Gap Payment                     | 3,246,800     |
| Guaranteed Tax Base Aid (GTB)                               | 133,381,446   |
| Special Education Payments                                  | 41,630,361    |
| District Block Grants                                       | 49,554,631    |
| Tuition for State Placements in foster care and group homes | 538,586       |
| School Facilities Acquisition (aka debt service GTB)        | 8,657,176     |
| Technology Acquisition grants                               | 1,949,087     |
| State Transportation Reimbursements                         | 12,561,019    |
| County Retirement GTB                                       | 26,715,164    |
| County Block Grants                                         | 1,812,937     |
| OTO Indian Education for All                                | 1,500,000     |
| OTO Full Time Kindergarten Start-up Costs                   | <u>9,607</u>  |

***Total to be paid in FY2009***

***\$704,067,442***

Each payment is essentially a different program that has to be calculated, computerized, tracked for accuracy and stored for historical purposes, AND explained to business managers, superintendents and county officials. Each legislative session, the School Finance Division analyzes legislative changes in school finance, determines how to implement the changes, change their computer systems, and train the field about it.

### Pupil Transportation

The pupil transportation director is an authority for schools on safe, efficient pupil transportation methods. She makes payments to schools for over 2,000 school bus routes traveling over 18 million miles each year. This position helps ensure all 2,700 school buses are inspected two times each year and that all 2,500 bus drivers are certified and trained according to Montana's standards. Almost half of Montana's K-12 students ride on school buses, so this is a very important role.

### Accounting Policies

The School Finance Division sets school district accounting policies and helps schools report fiscal data each year. Montana uses a set of codes and accounting rules that follow a nationwide school accounting system. By providing common coding and accounting methods, this division helps ensure the data used in legislative decision-making is consistent and reliable.

### Data Collection

Division staff maintains MAEFAIRS, one of OPI's largest data collection systems. Districts use MAEFAIRS to electronically prepare and submit budgets and annual fiscal reports to OPI. The revenue and expenditure reports submitted by schools contain hundreds of thousands of records. The division tests and verifies the data to be sure it is accurate and complete. Data integrity is of huge importance at OPI. Virtually every division and program of OPI relies on school data collected by this division. The data is also used by numerous decision makers like legislators, federal agencies, local school board trustees, and other state agencies.

MAEFAIRS collects and compiles reports for the following data:

- Enrollment
- Trustees Financial Summary (revenue, expenditure and fund balance data)
- Budgets
- Countywide funds and mill levies
- Taxable valuation

### Data Reports

The School Finance Division compiles school fiscal data for use by the public, federal, state and local decisions makers.

### Technical Assistance and Training

The budgeting process for Montana schools is extremely complicated. The division provides technical assistance and training to help school district business managers, superintendents and county officials prepare annual budgets and understand election processes for mill levy elections. In addition, this division fields thousands of calls and emails each year from teachers, parents and other taxpayers who want to understand the OWN school budget and how school funding works.

Division staff continually develops and updates fact sheets, guidance, manuals, spreadsheets and other training materials to help explain school finance, budgeting and accounting topics. These resources are available 24/7 on our OPI web pages at the following link:

<http://www.opi.mt.gov/SchoolFinance/index.html>.

The division conducts free one-day workshops during the summer at 8 locations around the state. These workshops have been branded a "must attend" event by many school district and county officials. We provide training at conferences sponsored by the education associations such as the MASBO summer conference, Montana Conference of Education Leadership (MCEL) and SAM New Leaders workshop in the fall. Finally, our pupil transportation director has an active role in the Montana Association of Pupil Transportation (MAPT) annual summer conference and various school-sponsored training for bus drivers around the state.

### Audit Monitoring

The division reviews about 250 school district audits for compliance with state and federal laws, and helps schools take corrective action on audit findings. We also work with approximately 40 auditors statewide to make sure auditors have the knowledge of school finance laws to do thorough audit and that schools are aware of rules they must follow to avoid compliance problems. These efforts all help ensure accountability, and our involvement in the audit function is required of the OPI by federal and state laws.

### Impact Aid Liaison

One member of this staff serves as Montana's liaison to the Federal Impact Aid program which provides \$40+ million each year to over 100 districts. The Impact Aid Program provides federal funds to school districts that are impacted by the enrollment of children connected to tax-exempt Federal property, including children living on Indian lands. Montana receives no administrative funding for the federally required state liaison functions under this program.

### **LEAN, MEAN SCHOOL FUNDING MACHINE!**

The School Finance Division has a huge responsibility for money and data. We have a great track record for handling very complex tasks accurately and timely. We are one of the most cost efficient units within state government. We have a glowing reputation in the field for our excellent customer service.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** K-12 Schools Payment Schedule for Fiscal Year 2010
- PRESENTER:** Denise Ulberg  
School Finance Division Administrator  
Office of Public Instruction
- OVERVIEW:** 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 25<sup>th</sup> of each month, with adjustment for weekends and holidays. It has been reviewed by the Board of Investments.
- REQUESTED DECISION(S):** Approval of dates
- OUTLYING ISSUE(S):** Subject to Legislative changes
- RECOMMENDATION(S):** Approval



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 www.opi.mt.gov

**PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2009-10**

The following distribution dates for fiscal year 2009-10 BASE aid payments to K-12 schools are *proposed* for Board approval. Other payment types will be included as noted.

|             |                     |                                         |
|-------------|---------------------|-----------------------------------------|
| <b>2009</b> | <b>August 25</b>    | <b>DSA-QEC- ARC-IEA-SAG- SPED-TECHF</b> |
|             | <b>September 25</b> | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>October 23</b>   | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>November 20</b>  | <b>GTB/SBG</b>                          |
|             | <b>December 18</b>  | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
| <b>2010</b> | <b>January 22</b>   | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>February 25</b>  | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>March 25</b>     | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>April 23</b>     | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |
|             | <b>May 21</b>       | <b>GTB/FAC REIM/SBG</b>                 |
|             | <b>June 25</b>      | <b>DSA-QEC- ARC-IEA-SAG- SPED</b>       |

- DSA - Direct State Aid (Basic and Per-ANB Entitlements)**
- QEC - Quality Educator Component Payment**
- ARC - At Risk Student Component Payment**
- IEA - Indian Education for All**
- SAG - American Indian Student Achievement**
- SPED - State Special Education Entitlements**
- TUIGF - Tuition General Fund**
- TUITR - Tuition Transportation**
- FAC REIM - Facility Reimbursements**
- GTB - Guaranteed Tax Base Aid**
- TECHF - Technology Acquisition Grants (funded by income produced from the annual timber harvest on common school trust lands)**
- SBG - State Block Grant**
- TRAN - Transportation Regular Payments**

Transportation Regular Payments (TRAN) are projected to be paid with the March 25th and June 25th payments.

Tuition (TUIGF; TUITR) are projected to be paid monthly as submitted by districts.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Recommend approval 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

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction

**OVERVIEW:** The state Superintendent of Public Instruction recommends to the Board of Public Education (BPE) approval of 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, Bonnie Jones Graham, M.Ed., Director of Licensure Standards and Clinical Practice at MSU-B and the Science Program Dean and faculty, presented to the BPE 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 OPI reviewed the materials for proposed programs and recommends approval of 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 to the BPE at a future date.

**REQUESTED DECISION(S):** Recommend Approval of Provisional Accreditation

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

## EXECUTIVE SUMMARY

DATE: MAY 2009

**PRESENTATION:** Recommend approval of the Exit Report of Montana State University-Bozeman State On-site Review

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction

**OVERVIEW:** At the March 2009 Board of Public Education (BPE) meeting, Dr. Lynette Zuroff, On-Site Team Chairperson, presented the exit report and team recommendation of the on-site review of the Professional Education Unit at Montana State University-Bozeman (MSU-Bozeman). Dr. Larry Baker, Dean of the College of Education, Health and Human Development at MSU-Bozeman, provided to the BPE the MSU Rejoinder.

Dr. Zuroff called a meeting of the On-Site Review Team to consider the MSU Rejoinder. The State Review Team met Wednesday, April 8, 2009. After careful review and deliberation, the team members confirm the recommendations as presented in the Exit Report with minor changes.

The team recommends approval of provisional accreditation of the Standards "Met with Weakness" and "Not Met." Provisional accreditation requires the following action by the Professional Education Unit at MSU-Bozeman. The Dean of Education will provide to the BPE in May 2009, 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-Bozeman in October 2009. The purpose of the focused site visit will be to verify the standards are met. See the attached Exit Report for the standards "Met with Weakness" and "Not Met."

**REQUESTED DECISION(S):** Recommend approval of provisional accreditation for MSU-Bozeman

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Joint NCATE/State Review of the Professional Education Unit  
at the University of Montana-Western

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction

**OVERVIEW:** In March 2009, the Office of Public Instruction (OPI) presented to the Board of Public Education (BPE) 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 BPE 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 Juneau recommends approval of the exit report and approval of full accreditation status of the Professional Education Unit at the University of Montana – Western.

**REQUESTED DECISION(S):** Approve the recommendation of the state superintendent

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action



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**OFFICE OF PUBLIC INSTRUCTION**

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Denise Juneau  
Superintendent

**University of Montana Western – Professional Education Unit  
State Review Exit Report  
October 25-29, 2008**

Dr. Mary Susan Fishbaugh, Chairperson

From October 25 to 29, 2008, a Joint NCATE/Montana team conducted an on-site review of the University of Montana – Western's Professional Education Unit. The purpose of the Joint 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 candidates.

The Montana on-site review specifically examines the teaching areas program standards as established by the Board of Public Education (BPE). It was the consensus of the state team that overall the unit has strong programs that meet the standards. The purpose of this document is to summarize the results of the team's findings.

**Sub-Chapter 5 – Teaching Areas: Specific Standards**

| <b>ARM</b> | <b>TITLE</b>                                     | <b>STATUS</b>     | <b>NARRATIVE<br/>REPORT<br/>Page Number</b> |
|------------|--------------------------------------------------|-------------------|---------------------------------------------|
| 10.58.501  | General Requirements                             | MET with Notation | 1                                           |
| 10.58.503  | Art K-12                                         | MET               | 2                                           |
| 10.58.505  | Business and Information<br>Technology Education | MET               | 3                                           |
| 10.58.507  | Theatre/Drama                                    | MET               | 4                                           |
| 10.58.508  | Elementary Education                             | MET               | 5                                           |
| 10.58.509  | English/Language Arts                            | MET               | 6                                           |
| 10.58.510  | Students with Disabilities K-12                  | MET               | 7                                           |
| 10.58.513  | Health                                           | MET               | 8                                           |
| 10.58.515  | Industrial/Technology Ed                         | MET               | 9                                           |
| 10.58.517  | Library Media K-12                               | MET               | 10                                          |
| 10.58.518  | Mathematics                                      | MET               | 11                                          |
| 10.58.519  | Music K-12                                       | MET               | 12                                          |
| 10.58.520  | Physical Education                               | MET               | 13                                          |
| 10.58.521  | Reading Specialists K-12                         | MET with Notation | 14                                          |
| 10.58.522  | Science – Broadfield                             | MET               | 15                                          |
| 10.58.522  | Science – Earth Science                          | MET               | 16                                          |

| <b>ARM</b>       | <b>TITLE</b>                                                    | <b>STATUS</b>            | <b>NARRATIVE REPORT<br/>Page Number</b> |
|------------------|-----------------------------------------------------------------|--------------------------|-----------------------------------------|
| <b>10.58.522</b> | <b>Science – Biology</b>                                        | <b>MET</b>               | <b>16</b>                               |
| <b>10.58.523</b> | <b>Social Studies - Broadfield</b>                              | <b>MET</b>               | <b>17</b>                               |
| <b>10.58.523</b> | <b>History</b>                                                  | <b>MET with Notation</b> | <b>19</b>                               |
| <b>10.58.527</b> | <b>Areas of Permissive Special Competency - Early Childhood</b> | <b>MET</b>               | <b>20</b>                               |
| <b>10.58.528</b> | <b>Computer Science</b>                                         | <b>MET</b>               | <b>21</b>                               |

The NCATE Report will be provided as a separate document to the University of Montana – Western and the Board of Public Education.

Members of the team worked diligently to verify the report. The Institutional Report and supporting materials were well organized and easily accessible. Faculty, administrators, candidates, and education partners made themselves available for interviews and follow-up documentation.

The team members enjoyed the comfortable work and lodging environments. From Sunday evening, when the team members were introduced to Professional Education Unit through a poster session and reception, to the conclusion of our five-day visit, staff, faculty, administrators, and candidates welcomed the team and cooperated with the team in meeting all its requests.

### **Commendations**

- Faculty clearly work collaboratively developing and refining the university’s philosophy of experiential approach, which enables the candidates to connect concepts to student’s prior knowledge and applying the ideas to real-world issues.
- Candidates are proactive and utilize community resources that support student learning. Candidates in all programs across campus develop, plan, and execute activities community-wide to improve student learning.
- Early Childhood education program data indicate these candidates are able to meet/exceed expectations involving the professional dispositions of their field. Indicators include working with families, communities, and other professionals as they partner to support student development and learning.
- The unit has developed a comprehensive assessment system that is aligned with its conceptual framework and other professional standards, monitors candidate performance, and manages and improves its operations and programs. It regularly examines the validity and utility of assessment data and makes modifications as appropriate.
- Unit faculty and candidates regularly review candidate assessment data on candidates’ ability to work with all students and develop a plan for improving their practice and the unit’s programs.
- UMW is a cohesive, collaborative community of students, faculty, staff and administration, and the unit is seen as playing a strong leadership role on campus, especially in the area of assessment.
- All professional education faculty are actively engaged in dialogue about the design and delivery of instructional programs in both professional education and P-12 schools. They are actively engaged as a community of learners.

## Recommendations

- According to the IR, the unit's criteria require school faculty retain a Master's degree. Interviews indicate differently. Principals were not aware of any specified criteria and choose their school faculty based on professional judgment. The unit assumes the principal is choosing "master teachers" for the clinical practice, but not necessarily a person with a master's degree.
- Although the campus size and the unit's social constructivist philosophy lend themselves to informal working relationships and decreased bureaucracy, the informality results in a chain of command and lines of communication that are not clear, and external confusion regarding unit leadership.
- The unit's process for faculty access to professional development funding is not clear.
- Field experiences for secondary education is not extensive enough to provide opportunities for candidates to develop and demonstrate the knowledge, skills, and dispositions for helping all students learn.
- Not all candidates are guaranteed field experiences and clinical practices that allow them to demonstrate the knowledge, skill, and dispositions consistent with the conceptual framework to help all students learn consistent with the conceptual framework's social constructivist approach.
- Less than one-third of unit faculty have terminal degrees. The case for exceptional expertise was not sufficiently compelling.
- Five of the 27 full-time unit faculty members have not taught full-time in a P-12 classroom setting.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** CSPAC recommendation for to the Board of Public Education to adopt the Notice of Public Hearing on Proposed Amendments to 10.57.110, 10.57.412 and 10.57.527 pertaining to Area of Permissive Specialized Competency, Mentor Teacher.
- PRESENTER:** Peter Donovan, Administrative Officer  
Certification Standards and Practices Advisory Council
- OVERVIEW:** At the March BPE meeting, Dr Jayne Downey, MSU-Bozeman, Ms. Judie Woodhouse, CSPAC member, and 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 is the request for the Board of Public Education to adopt a Notice of Public Hearing on Proposed Amendments to create a new Area of Permissive Special 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 Notice of Public Hearing on Proposed Amendments.

**TIMELINE - PROPOSED  
MENTOR TEACHER RULES  
April 13, 2009**

- Proposed notice to SOS for notice in MAR ..... May 18, 2009
- MAR publication out ..... May 28, 2009
- Hearing date ..... Not before week of June 22, 2009
- Final Public Input deadline ..... Not before June 25, 2009
- Adoption notice to BPE for approval ..... July board meeting
- Adoption notice to SOS for notice in MAR ..... July 20, 2009
- MAR publication out ..... July 30, 2009
- Effective Date of Rules ..... July 31, 2009

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of ) NOTICE OF PUBLIC HEARING ON  
ARM 10.57.110, 10.57.412 and ) PROPOSED AMENDMENT  
10.58.527 pertaining to mentor )  
teachers )

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 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 \_\_\_\_\_, 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[s] as proposed to be amended provide[s] as follows, new matter underlined, deleted matter interlined:

ARM 10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY

(1) A holder of a Montana teaching license may apply for a statement of specialized competency to appear on the license. 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. Accredited areas of permissive specialized competency are early childhood education, technology in education, mentor teacher, and gifted and talented education.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

ARM 10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) through (2)(c) 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) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, 20-4-108, MCA

10.57.527 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, 20-3-121, 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.

45. 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., [Month Day, 20##].

56. 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 ## 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 notice requirements of 2-4-302, MCA, do not apply.

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Steve Meloy  
Rule Reviewer

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Patty Myers  
Chairperson  
Board of Public Education

Certified to the Secretary of State May 18, 2009.

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

- PRESENTATION:** Recommend approval of Notice of Public Hearing and Timeline relating to Admin. R. Mont. 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors
- PRESENTER:** Jean Howard, Mathematics Curriculum Specialist  
Office of Public Instruction  
Stephanie Soderquist, Mathematics Content Standards Revision Team Facilitator
- OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education the Notice of Public Hearing and Timeline relating to the K-12 Mathematics Content Standards and Performance Descriptors. This presentation includes final process for comments, review and editing, areas of focus and resulting documents. Attached are the draft Notice of Public Hearing and Timeline, "user-friendly" K-12 Mathematics Content Standards and Performance Descriptors, "A Vision of Montana Mathematics" and a synopsis of the power point.
- REQUESTED DECISION(S):** Approval of Notice of Public Hearing and Timeline relating to Admin. R. Mont. 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

**TIMELINE - PROPOSED  
MATH CONTENT STANDARDS AND PERFORMANCE  
DESCRIPTOR RULES  
April 20, 1009**

- Proposed notice to SOS for notice in MAR ..... May 20, 2009
- MAR publication out ..... May 28, 2009
- Hearing date ..... Not prior to June 18, 2009
- Final Public Input deadline ..... Not prior to June 26, 2009
- Draft Adoption Notice to BPE ..... July Meeting
- Final rule changes to SOS for notice in MAR ..... July 20, 2009
- MAR publication out ..... July 28, 2009
- Effective Date of Rules ..... July 29, 2009

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,                                                                                                                                                                                                                                                                                                       | ) | NOTICE OF PUBLIC HEARING ON                 |
| 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 ARM 10.54.4087 through 10.54.4098 pertaining to math content standards and performance descriptors | ) | PROPOSED ADOPTION,<br>AMENDMENT, AND REPEAL |

TO: All Concerned Persons

1. On [Month Day, 20##], at [Time]:00 [a.m./p.m.], the Board of Public Education will hold a public hearing in Room [###] of [Building], at 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 [Time]:00 [a.m./p.m.] on [Month Day, 20##], 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 1 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) congruency 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) congruency 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) congruency 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) congruency 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 sets;
- (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 sets;
- (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 sets;
  - (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 sets;

- (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 representation; 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

MAR Notice No. 10-54-249

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; and

(c) create sample spaces and simulations fro 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) determine the possible number of outcomes for an event or compound event using the fundamental counting principle, permutations, combinations, and other systematic counting methods, using technology as needed; 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) identify slides and flips of congruent figures within cultural and artistic contexts using spatial reasoning;

(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) solve a variety of equations, inequalities and systems of 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., [Month Day, 20##].

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 notice requirements of 2-4-302, MCA, do not apply.

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Steve Meloy  
Rule Reviewer

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Patty Meyers  
Chairperson  
Board of Public Education

Certified to the Secretary of State [Month Day, 20##].



### A Vision for Montana Mathematics

The world as we know it is changing at an ever increasing pace. The teaching of mathematics in Montana's public schools needs to be flexible enough to deliver rigorous material that continues to be relevant to the changing lives of our students. In that vein, Montana teachers are challenged to envision the world not as we know it today, but the world our students will be living in tomorrow.

Envision a classroom where instruction is focused on the *big* ideas of mathematics. On a daily basis, students are expected to engage, interact, collaborate, explain and excel. Envision the powerful students such an atmosphere will create—students who are active, excited, curious, and confident; students who *learn*. In this classroom, mathematics is more than just content to be studied; it is an activity to be enjoyed.

There are many aspects of our students' school experience that are outside of our control. However, we do have influence over the mathematics we teach and how we teach it. Montana's mathematics teachers are first class. They are innovators. The standards set forth in this document are of the same quality. To bring them to life requires that Montana educators do what they do best: innovate, challenge and achieve.

### Implementing the Vision

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 of Public Education 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 this document.

### Components of the Standards Document

In order to use this document effectively, it is essential to understand the distinctions between and intended purpose of its various components.

**Content Standards:** The four mathematics content standards indicate what all students should know, understand, and be able to do in mathematics. Their purpose is to guide the mathematics curriculum and to communicate the breadth of the mathematics to be taught to all students. A district's curriculum should be designed so that learning encompasses all four standards.

**Benchmarks:** The benchmarks define expectations for students' mathematical knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

**Performance Descriptors:** Performance descriptors define how well students apply the knowledge and skills they have acquired. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

# Number Sense and Operation Mathematics Content Standard 1

A student, applying reasoning and 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.

## Rationale

Number sense and computational fluency are the foundation for school mathematics and life in a multicultural and quantitative society. Students who have a sense of quantity are fluent with basic facts, perform mental computations, understand that knowing the properties of operations help them solve problems, determine the reasonableness of solutions, and use number to describe their world. The foundation of number sense and operations supports the other content standards.

## Benchmarks

| End of Grade 4                                                                                                                                                                                                                                                                                      | End of Grade 8                                                                                                                                                                                                                                     | Upon Graduation                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.1 Whole Number Relationships:</b> Demonstrate relationships among whole numbers; identify place value up to 100,000 and compare numbers (e.g., greater than, less than, and equal to).</p>                                                                                                  | <p><b>1.1 Rational Number Relationships:</b> Recognize, model, and compare different forms of integers and rational numbers including percents, fractions, decimals, and numbers using exponents and scientific notation.</p>                      | <p><b>1.1 Quantification:</b> Using multiple notations, perform and interpret the effects of operations on very large and very small numbers with and without technology.</p>                                                                                               |
| <p><b>1.2 Estimation and Operations:</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. Demonstrate fluency with basic facts.</p> | <p><b>1.2 Estimation and Reasonableness:</b> Select and apply appropriate estimation strategies to judge the reasonableness of solutions to problems including those computed on a calculator. Demonstrate correct use of order of operations.</p> | <p><b>1.2 Estimation and Accuracy:</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).</p>                                        |
| <p><b>1.3 Whole Number Concepts:</b> Develop multiplication and division concepts, apply number and operation models and strategies, and reason and justify using properties of operations.</p>                                                                                                     | <p><b>1.3 Number Theory:</b> Use number theory concepts such as prime factorization, greatest common factor, and least common multiple in problem situations.</p>                                                                                  | <p><b>1.3 Equivalence with Multiple Notation:</b> Given a representation of a number or expression, find equivalent representations using multiple notations (e.g., <math>x^{1/2}</math> vs. <math>\sqrt{x}</math> and visual representation of multiplying binomials).</p> |

| End of Grade 4                                                                                                                                                                                                                                | End of Grade 8                                                                                                                                                                                                       | Upon Graduation                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.4 Common Fractions and Decimals:</b> 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.</p> | <p><b>1.4 Rational Number Operations:</b> Compute fluently and solve multi-step problems using integers, fractions, decimals, and numbers in exponential form.</p>                                                   | <p><b>1.4 Properties of Numbers and Number Systems:</b> Analyze and apply the properties of numbers and number systems.</p>                                                                                |
| <p><b>1.5 Length, Time, and Temperature:</b> Select and apply appropriate standard units and tools to measure length, time, and temperature within relevant scientific and cultural situations.</p>                                           | <p><b>1.5 Metric and Standard Measurement:</b> Use metric and standard units of measurement in relevant scientific and cultural situations, compare and convert within systems, and use appropriate technology.</p>  | <p><b>1.5 Modeling Relationships and Change:</b> Identify givens and unknowns in familiar and unfamiliar situations (e.g., finance, culture, and nature) and describe relationships between variables.</p> |
|                                                                                                                                                                                                                                               | <p><b>1.6 Proportional Reasoning:</b> Understand and apply proportional relationships to model real world situations and to solve problems involving rates, ratios, proportions, percents, and direct variation.</p> |                                                                                                                                                                                                            |

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## Data Analysis Mathematics Content Standard 2

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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.

### Rationale

Data analysis and statistical literacy pertain to all aspects of daily life within multiple cultures. As consumers of information, students who analyze data to make decisions and predictions are better prepared to be responsible citizens. Students who understand and apply basic concepts of probability and make connections to data analysis build strong quantitative reasoning for productive personal and professional lives.

### Benchmarks

| End of Grade 4                                                                                                                                                                         | End of Grade 8                                                                                                                                                                                                                                            | Upon Graduation                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1 Representing Data:</b> Collect, represent, and organize data in tables, dot plots, bar graphs, pictographs, and stem and leaf plots using technology when appropriate.          | <b>2.1 Representing and Comparing Data:</b> Collect data from a variety of contexts (e.g., science, history, and culture). Organize and represent data in box plots, scatter plots, histograms, and circle graphs using technology when appropriate.      | <b>2.1 Representing and Analyzing Data:</b> Select, create, and compare graphical or numerical representations of data sets using technology when appropriate. Reason about distributions using measures of central tendency and spread (e.g., percentiles, quartiles, inter-quartile range, and standard deviation). |
| <b>2.2 Evaluating Data:</b> Solve problems and make decisions using data descriptors such as minimum, maximum, median, and mode within scientific and cultural contexts when relevant. | <b>2.2 Evaluating Data and Making Conjectures:</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. | <b>2.2 Evaluating Validity:</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.                                                                                  |

| End of Grade 4                                                                                                                                                                                              | End of Grade 8                                                                                                                                                                                                                     | Upon Graduation                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2.3 Likelihood of Events:</b> Describe events from multicultural contexts as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible.</p> | <p><b>2.3 Finding Probability and Predicting:</b> Create sample spaces and simulations from events found in different cultures, determine experimental and theoretical probabilities, and use probability to make predictions.</p> | <p><b>2.3 Rules of Probability and Expected Value:</b> Make, evaluate, and justify decisions based on probabilities in multicultural problem situations (e.g., finding expected value and using rules of probability).</p>                            |
|                                                                                                                                                                                                             |                                                                                                                                                                                                                                    | <p><b>2.4 Counting Methods:</b> Using technology as needed, determine the possible number of outcomes for an event or compound event using the fundamental counting principle, permutations, combinations, and other systematic counting methods.</p> |
|                                                                                                                                                                                                             |                                                                                                                                                                                                                                    | <p><b>2.5 Curve Fitting:</b> Model two-variable data using curve fitting with and without technology. Write an equation for a given model and decide when or if predictions based on this equation are valid.</p>                                     |

## Geometric Reasoning 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.

### Rationale

Geometric reasoning complements the study of number, operations, and probability models. Students who have a sense of space analyze two- and three-dimensional shapes and their properties and relationships, and can make connections within mathematics. Geometric reasoning helps students appreciate and value mathematics and make connections to their world through multiple cultural contexts.

### Benchmarks

| End of Grade 4                                                                                                                                                                       | End of Grade 8                                                                                                                                                                                  | Upon Graduation                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.1 Two-Dimensional Attributes:</b> Describe, compare, and analyze attributes of two-dimensional shapes.</p>                                                                   | <p><b>3.1 Properties of Solids and Figures:</b> Define, classify and compare properties of solids and plane figures, including lines and angles.</p>                                            | <p><b>3.1 Conjectures and Inductive Reasoning:</b> With and without technology, formulate and evaluate conjectures about geometric objects and their properties applying inductive reasoning when appropriate.</p> |
| <p><b>3.2 Three-Dimensional Attributes:</b> Describe attributes of three-dimensional shapes such as cubes and other rectangular prisms, pyramids, cylinders, cones, and spheres.</p> | <p><b>3.2 Congruence and Similarity:</b> Use spatial reasoning to determine congruence, similarity, and symmetry of objects in mathematics, art, science, and culture.</p>                      | <p><b>3.2 Applications of Geometric Approaches:</b> Use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture.</p>                     |
| <p><b>3.3 Basic Transformations:</b> Using spatial reasoning to identify slides and flips of congruent figures within cultural and artistic contexts.</p>                            | <p><b>3.3 Transformations including Dilations:</b> Define, identify, and execute transformations including translations, rotations, reflections, and dilations with appropriate technology.</p> | <p><b>3.3 Multiple Geometric Approaches:</b> Identify, analyze, and use transformational, coordinate, and synthetic geometric approaches to solve problems.</p>                                                    |

| End of Grade 4                                                                                                                                                                                      | End of Grade 8                                                                                                                                                                                                         | Upon Graduation                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.4 Linear Measurement:</b><br/>Estimate and measure linear attributes of objects in metric units such as centimeters and meters and customary units such as inch, foot, and yard.</p>        | <p><b>3.4 Angles, Surface Area, and Volume:</b> Measure and compute angles, perimeter, area, surface area, and volume including the use of formulas and choosing appropriate units.</p>                                | <p><b>3.4 Indirect Measurement:</b> Determine measures of two- and three-dimensional objects and their elements using trigonometric ratios, proportionality, the Pythagorean Theorem, and angle relationships.</p> |
| <p><b>3.5 Area and Perimeter:</b><br/>Define and determine area and perimeter of common polygons using concrete tools such as grid paper, objects, or technology and justify the strategy used.</p> | <p><b>3.5 Justifying Relationships:</b><br/>Develop informal arguments to verify geometric relationships and solve problems such as an informal justification of the Pythagorean Theorem in a variety of contexts.</p> | <p><b>3.5 Methods of Proof:</b><br/>Establish the validity of geometric conjectures using deductive reasoning, indirect proof, and counterexamples, and critique arguments made by others.</p>                     |

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## Algebraic and Functional Reasoning Mathematics Content Standard 4

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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.

### Rationale

The study of algebra and functions opens doors and expands opportunities in numerous 21st century careers throughout many cultures. Students who generalize patterns and represent relationships in multiple ways develop significant understandings of mathematics and the use of quantitative reasoning in other disciplines. Algebra and functions are powerful tools for modeling real world relationships and making informed decisions.

### Benchmarks

| End of Grade 4                                                                                                                                                                   | End of Grade 8                                                                                                                                                                                                                            | Upon Graduation                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4.1 Patterns and Relations:</b><br>Describe, extend, and make generalizations about geometric or numeric patterns.                                                            | <b>4.1 Representing and Generalizing Patterns:</b> 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>4.1 Representing Functions:</b><br>Represent functions in a variety of ways including tables, graphs or diagrams, verbal descriptions, and symbolic expressions in recursive and explicit form. Justify the choice of an appropriate form for solving a given problem. |
| <b>4.2 Symbols and Expressions:</b><br>Use letters, boxes, or symbols to represent numbers in simple expressions or equations to demonstrate a basic understanding of variables. | <b>4.2 Linear Functions:</b> Identify linear and non-linear functional relationships and contrast their properties using tables, graphs, or equations with appropriate technology.                                                        | <b>4.2 Variables and Parameters:</b> Determine the appropriate symbolic representation of a given contextual situation (e.g., variables and parameters in equations, inequalities, functions, and matrices).                                                              |

| End of Grade 4                                                                                                                                                                                                                                                  | End of Grade 8                                                                                                                                                                                                                                              | Upon Graduation                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4.3 Properties of Number and Operation:</b> 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.</p> | <p><b>4.3 Multi-step equations and inequalities:</b> Use number properties and inverse operations to solve multi-step equations and inequalities involving a single variable.</p>                                                                           | <p><b>4.3 Solving Systems of Equations and Inequalities:</b> Solve a variety of equations, inequalities and systems of equations and inequalities, justify the solution process, and interpret the solution in context.</p>                                |
| <p><b>4.4 Equivalent Expressions:</b> Develop an understanding of equivalence by expressing numbers, measures, and numerical expressions involving operations in a variety of ways.</p>                                                                         | <p><b>4.4 Equivalent Algebraic Expressions:</b> Recognize, simplify, and generate equivalent forms of algebraic expressions, justifying each step with properties of operations.</p>                                                                        | <p><b>4.4 Families of Functions and Transformations:</b> Analyze the effects of transformations on families of functions and recognize their characteristics. Represent and use functions in equivalent forms to identify and perform transformations.</p> |
| <p><b>4.5 Numerical Modeling with Manipulatives:</b> 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.</p>       | <p><b>4.5 Linear Modeling:</b> 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.</p> | <p><b>4.5 Analyzing and Conjecturing with Models:</b> 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.</p>       |



## Montana K-12 Mathematics Performance Descriptors – A Profile of Four Levels

The Mathematics Performance Descriptors define how well students' perform at four performance levels: advanced, proficient, nearing proficiency, and novice. These profiles describe students as they apply the knowledge and skills defined in the benchmarks and found in the "Benchmarks At-A-Glance" document for End of Grade 4, End of Grade 8, and Upon Graduation.

| Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nearing Proficiency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Novice                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A student at the advanced level in Mathematics demonstrates superior performance. He/she:</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>A student at the proficient level in Mathematics demonstrates solid academic performance. He/she:</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>A student at the nearing proficiency level in Mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>A student at the novice level in Mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental for proficiency. He/she</p>                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• gives responses that exhibit advanced understanding of the problem or situation presented,</li> <li>• consistently demonstrates advanced conceptualization</li> <li>• makes connections within and between the mathematical and real world,</li> <li>• applies more than one process and uses multiple representations to determine solutions accurately, and</li> <li>• clearly communicates and justifies reasoning and structure of solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• gives responses that exhibit clear understanding of the problem or situation presented,</li> <li>• makes connections within the mathematical and/or real world,</li> <li>• determines a process and sufficiently communicates correct problem solving strategies through relevant representations,</li> <li>• has occasional errors but these do not interfere with appropriate strategies, and</li> <li>• has reasonable and well-supported solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• gives responses that exhibit some understanding of the problem or situation presented,</li> <li>• makes rudimentary connections between the mathematical and/or real world,</li> <li>• struggles to communicate effectively,</li> <li>• uses limited evidence of representations to show understanding,</li> <li>• has some basic reasoning skills that are apparent but uses insufficient computational skills and problem solving strategies, and</li> <li>• has frequent errors and lack of structure that detract from mathematical knowledge and skills.</li> </ul> | <ul style="list-style-type: none"> <li>• gives responses that exhibit significant difficulty in understanding basic concepts, reasoning, implementing problem solving strategies, and making connections,</li> <li>• severely lacks basic skills, representation, structure, and process development,</li> <li>• attempts to solve problems,</li> <li>• has substantial errors, and</li> <li>• lacks communication skills that hinder student's progress.</li> </ul> |
| <p><b>These profiles apply to the "Benchmarks At-A-Glance" document for End of Grade 4, End of Grade 8, and Upon Graduation.</b></p>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



## Montana K-12 Mathematics Performance Descriptors – Benchmarks At-A-Glance

| End of Grade 4                                                                                                                                                                      | End of Grade 8                                                                                                                                                                                           | Upon Graduation                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number Sense and Operations</b>                                                                                                                                                  |                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| 1.1 whole number relationships;<br>1.2 estimation and operations;<br>1.3 whole number concepts;<br>1.4 common fractions and decimals;<br>1.5 length, time, and temperature.         | 1.1 rational number relationships;<br>1.2 estimation and reasonableness;<br>1.3 number theory;<br>1.4 rational number operations;<br>1.5 metric and standard measurement;<br>1.6 proportional reasoning. | 1.1 quantification;<br>1.2 estimation and accuracy;<br>1.3 equivalence with multiple notation;<br>1.4 properties of numbers and number systems;<br>1.5 modeling relationships and change.                           |
| <b>Data Analysis</b>                                                                                                                                                                |                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| 2.1 representing data;<br>2.2 evaluating data;<br>2.3 likelihood of events.                                                                                                         | 2.1 representing and comparing data;<br>2.2 evaluating data and making conjectures;<br>2.3 finding probability and predicting.                                                                           | 2.1 representing and analyzing data sets;<br>2.2 evaluating validity;<br>2.3 rules of probability and expected value;<br>2.4 counting methods;<br>2.5 curve fitting.                                                |
| <b>Geometric Reasoning</b>                                                                                                                                                          |                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| 3.1 two-dimensional attributes;<br>3.2 three-dimensional attributes;<br>3.3 basic transformations;<br>3.4 linear measurement;<br>3.5 area and perimeter.                            | 3.1 properties of solids and figures;<br>3.2 congruence and similarity;<br>3.3 transformations including dilations;<br>3.4 angles, surface area, and volume;<br>3.5 justifying relationships.            | 3.1 conjectures and inductive reasoning;<br>3.2 applications of geometric models;<br>3.3 multiple geometric approaches;<br>3.4 indirect measurement;<br>3.5 methods of proof.                                       |
| <b>Algebraic and Functional Reasoning</b>                                                                                                                                           |                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
| 4.1 patterns and relations;<br>4.2 symbols and expressions;<br>4.3 properties of number and operation;<br>4.4 equivalent expressions;<br>4.5 numerical modeling with manipulatives. | 4.1 representing and generalizing patterns;<br>4.2 linear functions;<br>4.3 multi-step equations and inequalities;<br>4.4 equivalent algebraic expressions;<br>4.5 linear modeling.                      | 4.1 representing functions;<br>4.2 variables and parameters;<br>4.3 solving systems of equations and inequalities;<br>4.4 families of functions and transformations;<br>4.5 analyzing and conjecturing with models. |



## A Vision for Montana Mathematics

The world as we know it is changing at an ever increasing pace. The teaching of mathematics in Montana's public schools needs to be flexible enough to deliver rigorous material that continues to be relevant to the changing lives of our students. In that vein, Montana teachers are challenged to envision the world not as we know it today, but the world our students will be living in tomorrow.

Envision a classroom where instruction is focused on the *big* ideas of mathematics. On a daily basis, students are expected to engage, interact, collaborate, explain and excel. Envision the powerful students such an atmosphere will create—students who are active, excited, curious, and confident; students who *learn*. In this classroom, mathematics is more than just content to be studied; it is an activity to be enjoyed.

There are many aspects of our students' school experience that are outside of our control. However, we do have influence over the mathematics we teach and how we teach it. Montana's mathematics teachers are first class. They are innovators. The standards set forth in this document are of the same quality. To bring them to life requires that Montana educators do what they do best: innovate, challenge and achieve.

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**Mathematical rigor** is an elusive term with multiple meanings. To a pure mathematician, rigor is a mark of excellence. To a K-12 educator, "rigorous" often means "difficult," as in "AP calculus is rigorous." In the Montana Mathematics Content Standards, *rigor* is a process where students:

- approach mathematics with a disposition to accept challenge and apply effort;
  - engage in mathematical work that promotes deep knowledge of content, analytical reasoning, and use of appropriate tools; and
  - emerge fluent in the language of mathematics, proficient with the tools of mathematics, and empowered as mathematical thinkers.
- 

### The Standards Development Process

The first efforts to develop and formalize state-level academic content standards were carried out by K-12 educators and largely dependent on intuition and experience. Since then, standards revision processes have evolved as the age of accountability has increased the need for research-based, clearly delineated content standards. Most academic standards now include rationales and incorporate findings from formal research studies and other sources to lend strength and validity to the resulting documents.

In the past, large-scale assessments were primarily used to evaluate the scope and depth of knowledge acquired by students. Today's assessments are also used to determine the effectiveness of curriculum and to hold districts, schools, and teachers accountable for their role in the educational process. Data collected through standardized assessments are used to measure Adequate Yearly Progress (AYP), which can have significant

consequences in the life of a school. With this in mind, the 2008-09 Montana Mathematics Content Standards Revision Team worked to develop a clear, concise document, free of jargon, that plainly lays out what is expected of the proficient mathematics student at the end of grade 4, end of grade 8, and upon graduation.

## **Support for the Montana Mathematics Content Standards: Trends and Philosophies**

Students need to be able to enter *tomorrow's* technology-driven global society equipped with the requisite mathematical knowledge and skills essential for success. For some students, this means adequate preparation to pursue higher education; for others, it means the foundation needed to enter a competitive global market with a steep learning curve and limited time for on-the-job training. Regardless of their future trajectory, all Montana students must possess *quantitative literacy* to ensure success in their endeavors.

Quantitative literacy is defined as “the level of mathematical knowledge and skills required of all citizens” (Dossey qtd. in “Why Numbers Count”). Effective mathematics teachers recognize quantitative literacy as a moving target and adapt to the subjective and shifting factors that influence how mathematics is learned and applied. The following discussion addresses these factors, embodied as mathematical processes, mathematical proficiencies, and principles for mathematics education. These fundamental elements interweave with the Montana Mathematics Content Standards like a mathematical knot with no beginning and no end.

### **Mathematical Processes**

The National Council of Teachers of Mathematics Principles and Standards for School Mathematics recognizes five processes that complement and enhance the learning of mathematical content: connections, communication, representation, problem solving, and reasoning. The Office of Public Instruction (OPI) advocates the importance of viewing mathematics through these five lenses because:

- **Mathematics does not exist in isolation.** Learning takes place when students see connections within mathematics and apply their mathematical knowledge to other disciplines and authentic contexts;
- **Mathematics does not follow a single fixed path.** Learning takes place through multiple routes as students visualize, represent, interpret, and construct mathematical ideas in a variety of ways;
- **Mathematics is not a private enterprise.** Learning takes place when students express their mathematical ideas both verbally and in writing, engage in discourse and work together to build concepts;
- **Mathematics is not free of context.** Learning takes place when students use mathematics to explore ideas, model situations, solve problems, and question and comprehend the world around them; and
- **Mathematics is about doing, not simply knowing.** Learning takes place when students reason, conjecture, reflect, predict, and justify their thinking to themselves and others.

For deep, successful, and lasting learning to take place, all five of these mathematical processes must be embraced and incorporated into the teaching of mathematics. In particular, The OPI values reasoning as a fundamental “habit of mind” for making sense of mathematics. The Montana Mathematics Content Standards reflect this view in their references to reasoning and sense making, emphasizing “doing” mathematics over simply knowing facts, skills and procedures.

## **Mathematical Proficiency**

The National Research Council has identified five research-based building blocks for mathematical proficiency. These are:

- **Conceptual understanding**—comprehension of mathematical concepts, operations, and relations;
  - **Procedural fluency**—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately;
  - **Strategic competence**—ability to formulate, represent, and solve mathematical problems;
  - **Adaptive reasoning**—capacity for logical thought, reflection, explanation, and justification; and
  - **Productive disposition**—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.
- (National Research Council 116)

**What does mathematical proficiency mean for Montana?** Performance in mathematics is measured both by accuracy and by conceptual understanding. Students know how to recognize a problem, choose appropriate procedures, seek the solution with persistence, and judge their results. Students not only possess a set of mathematical tools, they know what each tool can do and when to use it. Montana students must do mathematics themselves, not simply acknowledge the mathematics done by others. Finally, the study of mathematics must be approached in a way that allows students both to appreciate the value of mathematical competency and to believe they can achieve it themselves.

## **Principles of Montana Mathematics**

The Montana Mathematics Content Standards were conceived and developed under a set of guiding principles agreed upon by all stakeholders in the process. Through high-quality professional development, teachers must embrace these principles and embed them into curriculum planning, instruction, and assessment of mathematics.

- **All students can successfully learn mathematics.** Adopting this view requires teachers to hold high expectations for all their students and to create mathematical experiences that enable success for all.
- **Mathematical processes are fundamental companions to content.** The five processes described earlier are essential to creating an environment where students can acquire, apply, and make meaning of mathematics.
- **Mathematics is a human endeavor with scientific, social, and cultural relevance.** Relevant context creates an opportunity for student ownership of the study of

mathematics. In Montana, the Constitution pursuant to Article X Sect 1(2) and statutes §20-1-501 and §20-9-309 2(c) MCA, calls for mathematics instruction that incorporates the distinct and unique cultural heritage of Montana American Indians.

- **Technology is integral to learning mathematics.** Today's students are fluent in the language of digital media and technology. Montana educators must maximize technology's potential for enhancing mathematics learning.
- **Mathematics education is for the future, not for today.** To paraphrase a now-famous quote from Karl Fisch (qtd. in Shift Happens) today's students are preparing for jobs that do not yet exist, using technologies that are yet to be invented, to solve problems yet to be identified. Mathematics must be viewed not only through the lens of past experience, but also through a lens that will steer our students through the 21<sup>st</sup> century.

## Components of the Standards Document

In order to use this document effectively, it is essential to understand the distinctions between its various components and their intended purpose.

**Content Standards:** The four mathematics content standards indicate what all students should know, understand, and be able to do in mathematics. Their purpose is to guide the mathematics curriculum and to communicate the breadth of the mathematics to be taught to all students. A district's curriculum should be designed so learning encompasses all four standards.

**Benchmarks:** The benchmarks define expectations for students' mathematical knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district's curriculum should include the entire progression of knowledge contained in the benchmarks.

**Performance Descriptors:** Performance descriptors define how well students apply acquired knowledge and skills. They gauge the level to which benchmarks have been attained in terms of range, frequency, facility, depth, creativity and quality. Achievement of curricular goals is assessed by the performance descriptors.

## Implementing the Vision

The Montana Mathematics Content Standards and Performance Descriptors 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 of Public Education 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 this document.

## Works Cited

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- Why Numbers Count: Quantitative Literacy for Tomorrow's America. 1997. Ed. Lynn Arthur Steen. New York: College Board, 2001.



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

Montana K-12 Mathematics Content Standards  
 and Performance Descriptors  
 Jean Howard  
 Mathematics Curriculum Specialist

**Slide 2: Math Revision Team**

- |                                     |                             |                                    |
|-------------------------------------|-----------------------------|------------------------------------|
| BARA, CLIFF Troy                    | HANNA, SUSAN West           | RISSER, HILARY MT Tech-Butte       |
| BOLLINGER, SUSAN Hardin             | Yellowstone                 | ROMANO, MELISSA Helena             |
| BOOTHE, MARIE St Labre              | HILL, KATHY Bissell         | STEELE, THERESA Browning           |
| CRAMER, KARLA Florence              | HILL, ESTELLE Cascade       | STOBIE, CHERIE Polson              |
| DAHL, TERRI Great Falls             | JADIS, COLETTE Bozeman      | STROMBERG, JOHN Hamilton           |
| ERICKSON, DAVID U of M-<br>Missoula | JOHNSON, ANDREA Ophir       | TAFT, JAMES Yellowstone<br>Academy |
| FLOYD, RENEE Hot Springs            | KOHL, SHERYL Poplar         | WAGNER, EDI Browning               |
| GREEN, VICKI Eldergrove             | LUEBECK, JENNIE MSU-Bozeman | ZEILER, RODD Laurel                |
| GRIMES, JUDI East Helena            | MAHON, BERT Hamilton        | SODERQUIST, STEPHANIE Froid        |
| HAMLING, MARY JO Lewistown          | REDDING, STACEE Hardin      |                                    |
|                                     | RICHARDS, RAISA Browning    |                                    |

**Team Definition:** Our team of diverse and hard working individuals, through respect and communication, will meet our goal of improving Montana students' mathematical education by revising the Montana Mathematics Content Standards by March 1, 2009, while ensuring everyone has a voice and understanding that at times will have to agree to disagree.

**Meetings:** The team met four times as a group of 30, November through March. Small groups representing each grade band, K-4, 5-8, and 9-12, worked on refinement of standards, rationale, benchmarks, performance descriptors and preface during March. A group met one more time for a final edit using the comments from the online survey and individual comments from an advisory group.

**Slide 3/4: Comments from Colleagues** A notice was sent across the state to educators about the second draft and online survey to receive comments.

**FOR** Second draft of the revised Montana Mathematics Content Standards include an introduction, standard, rationale and benchmarks. Please take time to read the document and provide the Revision Team feedback using the online survey by April 8. Final edits will be made based on survey information and comments from an advisory group of mathematics educators. Presentation to the Board of Public Education for the proposed Mathematics Content Standards and Performance Descriptors will be in May.

There were 46 respondents who answered questions and gave suggestions about content and depth of knowledge for each of the four standards. Respondents included 82.6 percent educators, 2.2 percent curriculum directors, and 13 percent other (librarian, school counselor, resource room teacher, special education teacher). Francis, Skip, Fennell (National Mathematics Advisory Panel member, NCTM Past-President and consultant for various state standards work); Johnny Lott (NCTM Past-President); and other nationally recognized mathematicians and math educators were sent drafts and responded with specific comments on the document. The survey and individual comments were taken seriously during the final edit presented here today.

**Slide 5: Changes for Focus and Clarity** The four standards represent clear focused core standards and benchmarks that were written for the proficient student; accurate and sound; measureable, appropriate learning progression; with no gaps or redundancy.

Refer to "A Vision for Montana Mathematics" document.

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**Mathematical rigor** is an elusive term with multiple meanings. To a pure mathematician, rigor is a mark of excellence. To a K-12 educator, "rigorous" often means "difficult," as in "AP calculus is rigorous." In the Montana Mathematics Content Standards, *rigor* is a process where students:

- approach mathematics with a disposition to accept challenge and apply effort;
  - engage in mathematical work that promotes deep knowledge of content, analytical reasoning, and use of appropriate tools; and
  - emerge fluent in the language of mathematics, proficient with the tools of mathematics, and empowered as mathematical thinkers.
- 

**Slide 6: Quantitative Literacy Draft Design** Refer to "A Vision for Montana Mathematics" document.

Quantitative literacy is defined as "the level of mathematical knowledge and skills required of all citizens" (Dossey gtd. in "Why Numbers Count"). Effective mathematics teachers recognize quantitative literacy as a moving target and adapt to the subjective and shifting factors that influence how mathematics is learned and applied. The following discussion addresses these factors, embodied as mathematical processes, mathematical proficiencies, and principles for mathematics education. These fundamental elements interweave with the Montana Mathematics Content Standards like a mathematical knot with no beginning and no end.

Please refer to Preface that speaks specifically to the five mathematical processes: connections, communication, representation, problem solving, and reasoning; the five mathematical proficiencies: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition; and the five principles for Montana mathematics education.

**Slide 7/8: Indian Education and Technology** Refer to "A Vision for Montana Mathematics" document.

Principles of Montana Mathematics

- All students can successfully learn mathematics.
- Mathematical processes are fundamental companions to content.
- Mathematics is a human endeavor with scientific, social, and cultural relevance.
- Technology is integral to learning mathematics.
- Mathematics education is for the future, not for today.

**Slide 8: Performance Descriptors** Refer to Montana K-12 Mathematics Performance Descriptors – A Profile of Four Levels. These profiles describe how well a student at any grade level performs a given mathematical task. The "Benchmarks At-A-Glance" document lists the knowledge and skills a student must perform at the end of grade 4, end of grade 8, and upon graduation. Note that the knowledge and skill phrases on the table are the same as the benchmarks introductory phrase in the standards document.

**Slide 9: Timeline** Refer to timeline.

Thank you for your time and effort for setting standards for quality mathematics education in Montana.

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
May 8, 2009 Meeting**

| <u>Item</u>                                                                                           | <u>Presenter</u> | <u>Time</u> |
|-------------------------------------------------------------------------------------------------------|------------------|-------------|
| 1. Student Enrollment/Evaluation                                                                      | Informational    |             |
| 2. Human Resources<br>- Update on personnel Actions                                                   | Gettel           | 5 min       |
| 3. School Improvement<br>- Update on CEP and effectiveness report<br>- Update on Draft Strategic Plan | Gettel           | 15 min      |
| 4. 2009 Legislative Session<br>- Report on hearings and status of budget                              | Gettel/Sykes     | 5 min       |
| 5. Professional Development Activities                                                                | Informational    |             |
| 6. MSDB Foundation Activities                                                                         | Informational    |             |
| 7. Conferences, Meetings and Contacts                                                                 | Informational    |             |
| 8. Budget and Finance<br>- Update on budget                                                           | Sykes            | 2 min       |
| 9. Facilities and Safety<br>- Update on current projects                                              | Sykes            | 2 min       |
| 10. School Calendar of Events                                                                         | Informational    |             |
| 11. Student News                                                                                      | Informational    |             |
| 12. Public Comment for Non Agenda Items                                                               |                  |             |

## **EXECUTIVE SUMMARY**

**DATE: MAY 2009**

**PRESENTATION:** Progress Report on Revised 2007-08 Improvement Plans for Schools with Advice or Deficiency Accreditation Status and Schools with Regular with Deviation Status Due to Misassignments

**PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction

**OVERVIEW:** This presentation provides to the Board of Public Education a progress report of the improvement plans to correct accreditation deviations. This report provides 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.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information

# Summary of Improvement Plans Submitted by Schools Receiving Regular with Deviation Status Due to Misassignments

2007-08 (MAY UPDATE)

**Color Key:** Black – General Deviation Comments    **Red – Significant and/or On-going Deviation Issues**    **Blue – OPI Comment/Recommendations (Previous)**    **Green – OPI Comment/Recommendations (Current)**

## BIGHORN COUNTY

**Hardin MS: SY 2007-08**

10.55.708.1 Teacher is assigned to teach Mathematics in grade 8 with a secondary level license endorsed for History and English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2007-2008 Response:** The teacher has applied to MSU-Bozeman to acquire an endorsement in math and we continue to look for a properly endorsed math teacher.

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan and will request a new plan of improvement by the March BPE meeting.**

**OPI Review/Recommendation – 2/09 – No response to date – will monitor and report to the BPE in May.**

**OPI Review/Recommendation – 4/09 – Teacher will be teaching in his properly endorsed area next year – recommend approval of the plan.**

## CASCADE COUNTY

**Belt High School: SY 2007-08**

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

**2007-08 Response:** We currently do not have someone on staff that is properly endorsed but we will continue to offer the course because it prepares students for independent living. We will continue to support our current teacher in professional development and continue to search for a properly endorsed teacher.

**OPI Review/Recommendation – 12/08 – will encourage the school to enroll teacher in an internship program. Recommend disapproval of the plan.**

**OPI Review/Recommendation – 3/09 – Will not be offering Family & Consumer Science next year. Recommend approval of the plan – will continue to monitor.**

## FLATHEAD COUNTY

### Flathead High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Earth Science and Physics in grade(s) 10-12 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

10.55.708.1 Teacher is assigned to teach Math in grade(s) 10-12 with a secondary level license endorsed for Physics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2007-08 Response:** While not quite in compliance, most of the science teachers are teaching in their correct subject areas. Hire more people with broadfield science. Math teacher is continuing his efforts to secure his Math certification.

**OPI Review/Recommendation – 12/08 – Need a more definite plan with timelines – recommend disapproval of the plan.**

**OPI Review/Recommendation – 3/09 – Math teacher will be completed with the course work for the endorsement by the end of the spring semester 2009. Recommend approval of the plan – will continue to monitor.**

## LAKE COUNTY

### Charlo High School: SY 2007-08

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

10.55.708.1 Teacher is teaching Earth Science and AP Environmental Science in high school with an elementary level license. This is the first year the district has misassigned this teacher. This is the year the district has assigned an inappropriately endorsed teacher to this position/program.

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

**2007-08 Response:** Teacher no longer assigned math courses in the high school. Science teacher is in the program through Montana State University to obtain her endorsement. Librarian is currently working on library endorsement and will have it completed by fall of 2009.

**OPI Review/Recommendation – 12/08 – Plan partially accomplished – will encourage internships for science teacher and librarian.**

**OPI Review/Recommendation – 3/09 – Science teacher and librarian have definite plan and timeline to complete the requirements for endorsement by the summer of 2010. Recommend approval of the plan – will continue to monitor.**