

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

January 7-8, 2010

MONTANA STATE CAPITOL  
Room 152

**January 7, 2010 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors
- E. Adopt Agenda

**PUBLIC COMMENT**

**CONSENT AGENDA**

(Items can be pulled from Consent Agenda if requested)

- A. November 12-13, 2009 Minutes
- B. Financials

**INFORMATION ITEMS**

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

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

**BOARD OF PUBLIC EDUCATION APPEARANCES**

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

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

**Item 3                   CSPAC REPORT**  
**Peter Donovan**

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

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

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

- Item 6                    GOVERNOR'S OFFICE REPORT  
Dan Villa
- Item 7                    STUDENT REPRESENTATIVE'S REPORT  
Tim Seery
- ❖ MACIE LIAISON – Cal Gilbert (Item 8)
- Item 8                    MACIE REPORT  
Norma Bixby
- ❖ EXECUTIVE COMMITTEE – Patty Myers (Items 9-10)
- Item 9                    SPOTLIGHT ON THE OFFICE OF PUBLIC INSTRUCTION'S CAREER  
TECHNICAL AND ADULT EDUCATION DIVISION  
TJ Eyer
- Item 10                    TRANSPORTATION REPORT  
Maxine Mougeot

#### DISCUSSION ITEMS

- ❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 11-12)
- Item 11                    FEDERAL UPDATE  
Nancy Coopersmith
- Item 12                    NATIONAL COMMON CORE STATE STANDARDS INITIATIVE: OPI  
RESPONSE TO K-12 DRAFT STANDARDS  
Nancy Coopersmith
- ❖ DISTANCE LEARNING – Patty Myers (Item 13)
- Item 13                    MONTANA VIRTUAL ACADEMY  
Mr. Bob Currie, Director and Dr. Bruce Messinger
- ❖ ACCREDITATION COMMITTEE – Storrs Bishop (Item 14)
- Item 14                    DEMONSTRATION AND UPDATE OF THE WEB-BASED FIVE-YEAR  
COMPREHENSIVE EDUCATION PLAN  
Dr. Linda Vrooman Peterson, Al McMilin, and Kelly Glass

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January 8, 2010 – Friday  
8:30 AM

#### INFORMATION ITEM

- ❖ LICENSURE COMMITTEE – Angela McLean (Items 15-17)
- Item 15                    NOTICE OF EDUCATOR LICENSE SURRENDER CASE #2007-703 (CLOSED)  
Ann Gilkey

## **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 16                    **DENIAL HEARING CASE #2009-08 (CLOSED)**  
Steve Meloy and Ann Gilkey

Item 17                    **DENIAL HEARING CASE #2009-09 (CLOSED)**  
Steve Meloy and Ann Gilkey

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 18-22)**

Item 18                    **RECOMMEND APPROVAL OF THE PROCESS AND PROCEDURES  
GOVERNING THE REVIEW OF ADMINISTRATIVE RULES OF MONTANA  
CHAPTER 55**  
Dr. Linda Vrooman Peterson and Al McMilin

Item 19                    **RECOMMEND APPROVAL OF NOTICE OF ADOPTION, AMENDMENT AND  
REPEAL TO ADMINISTRATIVE RULES OF MONTANA 10.54.3010 THROUGH  
10.54.3898 COMMUNICATION ARTS CONTENT STANDARDS AND  
PERFORMANCE DESCRIPTORS**  
Kris Goyins

Item 20                    **RECOMMEND APPROVAL OF 2008-09 CORRECTIVE PLANS**  
Al McMilin

Item 21                    **IDENTIFY SCHOOLS FOR 2009-10 “INTENSIVE ASSISTANCE CYCLE DUE  
TO CONTINUING OR SERIOUS DEVIATIONS”**  
Al McMilin

Item 22                    **PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN  
INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS  
DEVIATIONS**  
Al McMilin

## **INFORMATION ITEM**

❖ **MSDB LIAISON – Patty Myers (Item 23)**

Item 23                    **MSDB COMMITTEE MEETING REPORT**  
Steve Gettel

**PRELIMINARY AGENDA ITEMS – March 11-12, 2010**

CSPAC/BPE Joint Meeting  
Annual CSPAC Report  
Annual School Food Services Report  
Assessment Update  
Accreditation Recommendations  
Federal Update  
Alternative Standards Requests & Renewals  
MACIE Update

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**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

**November 12-13, 2009**

**MONTANA STATE CAPITOL**  
**Room 152**  
**Helena, MT**

**November 12, 2009 - Thursday**  
**1:00 PM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 1:00 PM. The Pledge of Allegiance was led by Mr. Tim Seery. Ms. Carol Will took roll call; a quorum was noted. Ms. Stacey Howell, Field Representative from Senator Max Baucus' Office, introduced herself. Ms. Patty Myers noted that item 20 will be presented after item 11 on Friday, November 13, 2009. Item 21 was pulled from the agenda.

***Ms. Angela McLean moved: to adopt the agenda as revised. Mr. Storrs Bishop seconded.***  
***Motion passed unanimously.***

**PUBLIC COMMENT**

**CONSENT AGENDA**

Items on the consent agenda were adopted as presented.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, and Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent Denise Juneau; Dr. Sylvia Moore and Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns; and Mr. Dan Villa represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Bill Sykes, Finance Director, MSDB; Mr. Steve Gettel, Superintendent, MSDB; Ms. Kris Wilkinson, Legislative Fiscal Analyst, LFD; Ms. Norma Bixby, Chair, Montana Advisory Council on Indian Education (MACIE); Mr. Matt Kleinsasser, Principal, Ashland Public Schools; Mr. Harry Chef, Superintendent, Colstrip Public Schools; Mr. Dan Lantis, Superintendent, Lame Deer Public Schools; Dr. Richard Littlebear, President, Chief Dull Knife College; Dr. Zane Spang, Dean of Student Affairs, Chief Dull Knife College; Mr. Marco Ferro, MEA-MFT; Ms. Beck McLaughlin, Education & Web Services Director, Montana Arts Council; Ms. Arni Fishbaugh, Executive Director, Montana Arts Council; Mr. Bob Vogel, MTSBA; Mr. Darrell, Rud; SAM; Ms. Sally Broughton, 2009 Teacher of the Year; Ms. Cheri Seed, Tobacco Specialist, OPI; Ms. Susan Court, Youth Risk Behavior Survey Specialist, OPI; Judy Snow, Statewide Student Assessment Specialist, OPI; Ms. Madalyn Quinlan, Chief of Staff, OPI; Ms. Kris Goyins, Communication Arts Curriculum Specialist, OPI; Mr. Al McMilin, Accreditation Unit Manager, OPI; Ms. BJ Granbery, Educational Opportunity & Equity Division Administrator, OPI; Ms. Sue Brown, English Teacher, Flathead High School; Ms. Kelly Chapman, Student Assistance Foundation; Ms. Debra Poole, Gifted and Talented Specialist, OPI; and Ms. Stacey Howell, Field Representative, Office of Senator Max Baucus.

## INFORMATION ITEMS

### Item 1

#### CHAIRPERSON'S REPORT - Patty Myers

- September 21, 2009 MSDB Foundation Meeting – Great Falls, MT
- October 8, 2009 Dedication, Phyllis J. Washington Education Center, Missoula, MT
- October 15, 2009 Teacher of the Year Banquet – Billings, MT
- October 16, 2009 MEA-MFT – Billings, MT
- October 30, 2009 Common Core Adoption Summit – Chicago, IL
- October 31, 2009 Represented the Governor & Lt. Governor at half-time of the UM Game – Missoula, MT
- November 3, 2009 MSDB Committee Meeting Conference Call

#### BOARD OF PUBLIC EDUCATION APPEARANCES

##### Angela McLean

- October 16, 2009 MEA-MFT – Billings, MT
- October 31, 2009 Represented the Governor & Lt. Governor at half-time of the UM Game – Missoula, MT

##### Bernie Olson

- November 3, 2009 MSDB Committee Meeting Conference Call

##### Sharon Carroll

- October 15, 2009 Teacher of the Year Banquet – Billings, MT
- October 16, 2009 MEA-MFT – Billings, MT

##### Tim Seery

- October 18, 2009 MASC Executive Board Meeting – Hardin, MT
- October 19 – 21, 2009 MASC State Conference – Hardin, MT

### Item 2

#### EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- Mr. Steve Meloy reported that the Montana Virtual Academy distributed a planning survey, a web presence is being developed, brochures were distributed at MCEL and MEA-MFT Conferences, presentations have occurred at numerous locations and events, applications for the Director and Curriculum Specialist have been screened by the Governing Board, and interviews will occur in the middle of November.
- Appreciation was expressed to the Office of Public Instruction for their financial support to allow Ms. Patty Myers to attend the Common Core State Standards Initiative Adoption Summit, Chicago, IL.
- Mr. Steve Meloy met with the Interim Committee on the Education and Local Government concerning the implementation of HJR 6 which calls for shared goals among the OPI, the BPE, and the Interim Committee. Mr. Meloy stressed how closely aligned the Board of Public Education is with the Office of Public Instruction. It is imperative that the Interim Committee let the Office of Public Instruction and the Board of Public Education know if there is a problem and enable everyone to work together on a resolution before it comes out in form of a bill.
- The Board of Public Education continues to work on the implementation of the Class 8 license with recommendations from the Certification Standards and Practices Advisory Council Review Committee. MEA-MFT came to the hearing in support of the proposed changes.
- Mr. Meloy reported that he continues to attend the Learning First Alliance on behalf of the Board, but the LFA is considering adopting bylaws and is requesting members to pay \$200.00 in dues. The Board of Public Education needs to decide if it would like to continue being part of the LFA.

**State Superintendent Denise Juneau arrived at 1:23 PM**

- The Board of Public Education is making conscious decisions in how it is spending its money due to budget constraints. Mr. Meloy noted that Governor Brian Schweitzer ordered agencies under his control to cut 35% from their out-of-state travel expenses paid from the state's general fund from FY2010. Mr. Dan Villa stated that Governor Schweitzer will be providing the Board of Public Education with more information.
- Mr. Steve Meloy was elected President of the National Council of State Boards of Education Executives (NCSBEE) beginning January 1, 2010.
- Ms. Patty Myers requested that the BPE's Executive Committee and its Finance Committee meet via a conference call to discuss the budget in detail.

### **Public Comment**

Mr. Darrell Rudd, SAM, requested that the Board of Public Education acknowledge the school administrators and others who obtained awards of excellence for their work in schools across Montana. He provided the BPE's Office with a list of names for acknowledgement.

#### **Item 3 CSPAC REPORT - Peter Donovan**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 8-9, 2009 at the University of Montana in Missoula, MT. CSPAC also met jointly with the Montana Council of Deans of Education. Some topics discussed included the following: An update of the proposed changes concerning the Class 8 Professional Educator Licensure to Chapter 57 of the Administrative Rules of Montana; a School Staffing Module update; changes being made to the Higher Education Opportunity Act Title II State Report Card; a follow-up to the NCATE Western Regional Accreditation Orientation; the proposed draft of the Highly Qualified Teacher's Plan; and an update on the Accreditation On-Site Review Schedule. Mr. Peter Donovan reported on his attendance to the Education Testing Center Conference in Las Vegas, NV. In conclusion, Mr. Donovan noted the significant increase in the number of licenses being issued in the state of Wyoming. There is a high level of disparity and it is becoming extremely more difficult to keep excellent teachers in the state of Montana.

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

State Superintendent Denise Juneau commended her staff for the work and commitment they have demonstrated through the changes of the strategic direction at the Office of Public Instruction. State Superintendent Denise Juneau and the First Lady met with Ms. Marian Dimitrov who was named the America's Top Young Scientist and asked her to come speak with the Board of Public Education. The Office of Public Instruction will launch its new website in January 2010. State Superintendent Denise Juneau attended the CCSSO meeting. Mr. Dan Villa will discuss the changes of Race to the Top under his report. She has been meeting with the turnaround schools and with the Regional Superintendents at the Montana Association of School Superintendent (MASS) Meetings. State Superintendent Denise Juneau was appointed to the NCATE Board. Montana's 4<sup>th</sup> grade math scores went up 5 points on the National Assessment of Education Progress (NAEP) this year. Mr. Cal Gilbert expressed his concern about the time it takes to complete the 5-year Comprehensive Education Plan document. Dr. Linda Vrooman Peterson stressed that schools should contact the Office of Public Instruction to assist them in completing the plan. This work is about the school's data and their direction which the Office of Public Instruction is available for assistance to schools.

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

Dr. Sylvia Moore reported that Dr. Sheila Stearns introduced Dr. Waded Cruzado to the Board of Education, as the upcoming MSU-Bozeman President. The Regents are looking at ways to make the university system more efficient with the use of few dollars. Dr. Sylvia Moore continues to work with Ms.

Rene Dubay from the Commissioner of Higher Education's Office on access issues. The Commissioner's Office has met with Ms. Stacie Howell from Senator Max Baucus' Office. Dr. Mary Moe, Mr. Tyler Trevor, Ms. Madalyn Quinlan, Ms. Joyce Silverthorne and Dr. Sylvia Moore met to discuss the shared goals. The H1N1 flu is declining on the campuses across the state. Dr. Sylvia Moore attended the Joint CSPAC/Council of Deans meeting. Budget issues continue to be a concern. State Superintendent Denise Juneau requested that the Office of the Commissioner of Higher Education report to the Board of Public Education centering on the work surrounding Talent Search, Upward Bound, and TRIO as they relate to the transitions of post-secondary education.

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

Mr. Dan Villa referred to the presentation from the Board of Education meeting by Ms. Jamie Palagi, Chief of the Early Childhood Services Bureau, Human & Community Services Division, DPHHS concerning the work of Montana's Early Childhood System with the Stars to Quality Program. He stressed that as we raise the level of quality experiences for young children, more kids will be ready for school and be successful in learning, thereby closing the achievement gap in later years. Mr. Dan Villa also recapped from the BOE meeting that the Governor's Office is working with the Office of Public Instruction, the Department of Public Health & Human Services, the Department of Labor & Industry, and the Office of the Commissioner of Higher Education concerning the longitudinal data system that is directly linked to the Race to the Top.

Mr. Dan Villa presented to the Board of Public Education the U.S. Department of Education: Race to the Top Overview as presented to NGA, CCSO, and NASBE on November 9, 2009.

#### **Timeline for Phase 1**

Mid-November 2009	Notice inviting applications available
Mid-January 2010	Applications from States due
April 2010	Winners announced for Phase 1
	Feedback provided to applicants who do not win

#### **Timeline for Phase 2**

June 2010	Application deadline for Phase 2
September 2010	Winners announced for Phase 2

A state must meet the following requirements in order to be eligible to receive funds:

- a) The state's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the U.S. Department of Education prior to the state being awarded a Race to the Top grant.
- b) At the time the state submits its application, there must not be any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

The application requires states to document their past success and outline their plans to extend their reforms by using college- and career- ready standards and assessments, building a workforce of highly effective educators, creating educational data systems to support student achievement, and turning around their lowest-performing schools. The final application clarifies that states should use multiple measures to evaluate teachers and principals, including a strong emphasis on the growth in achievement of their students. But it also reinforces that successful applicants will need to have rigorous teacher and principal evaluation programs and use the results of teacher evaluations to inform what happens in the schools. Mr. Dan Villa pointed out that some of the key changes are much more Montana friendly. For instance he believes that Montana will score highly based on the following priorities:

- **Absolute:** Comprehensive approach to education reform
- **Competitive:** Emphasis on Science, Technology, Engineering, & Mathematics (STEM)
- **NEW Invitational:** Innovations for improving early learning outcomes

- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

The report, "Leaders and Laggards: A State-by-State Report Card on Educational Innovation," was issued by members of the U.S. Chamber of Commerce, the Center for American Progress, and Frederick M. Hess, Director of Education Policy Studies for the American Enterprise Institute. It used state data and existing and original research to assign letter grades to states, based on seven indicators of innovation: school management, finance, hiring and evaluation of teachers, removal of ineffective teachers, data, "pipeline to postsecondary", and technology. Mr. Dan Villa stressed that it is an opinion and not a true reflection of the quality of teachers in Montana as evidenced in student performance.

Discussion ensued about one-time-only money, revenue, operating costs, accountability of ARRA funds, and if there is a mechanism in place on how much should be used on our American Indian students.

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

Mr. Tim Seery reported on his attendance to the Montana Association of Student Councils (MASC) statewide convention in Hardin, Montana. Mr. Seery presented a report to MASC outlining the history of the Board of Public Education and its role along with seven issues that the Board has faced in his tenure.

The issues presented were: Training for teachers, interpreters, Braille instructors at MSDB; Common Core Standards; accreditation; drop-out rates; and passage rate of GED's. Mr. Seery felt that the students were receptive to information regarding school governance and held a genuine interest in the complex nature of issues facing our schools. After the presentation, he held a workshop for those who had questions. As a result, Mr. Seery obtained new contacts and he intends to rely on these students and others in the next legislative year to accurately portray and represent their concerns. Mr. Tim Seery also shared an experience visiting a one room school at the Big Stone Hutterite Colony.

**2:35 PM Mr. Dan Villa and Dr. Sylvia Moore departed**

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

Ms. Arni Fishbaugh presented the K-12 Arts Education in Operation Blueprint to the Board of Public Education and thanked the Board for the invitation to share how the Montana Arts Council addresses the Board's standards for the arts. Ms. Beck McLaughlin stated that the Montana Arts Council has two arts education grants programs:

1. Artists in Schools and Communities residency and special project grants
  - Fund residencies where working professional artists teach hands-on lessons in the fundamental skills and knowledge of an art form. The Montana Arts Council fund curriculum development and professional development for teachers and teaching artists. This year 37 grants were funded for about \$112,000. Historically these grants reach from 11% to 19% of Montana enrolled students.
2. Teacher Exploration of the Arts of TEA grants
  - TEA grants are for elementary classroom teachers of K-8 teachers with an elementary endorsement, who are asked to teach visual art or music and do not have a background in that subject, who wish to work on-on-one with a professional working artist in order to develop the teacher's skill in a particular artistic discipline. Arts Council funds \$500 for at least 8 hours of one-on-one work with the artist and the match is the teacher's time. Experience in other states has found that when a teacher is more familiar and confident in one art form they are more apt to use all the arts in their classroom. The program started 2 years ago – funded 11 grants the first year, but this year there were only 3 applicants.

Other grants and organizations reviewed were: Rocky Mountain Development Corp. Head Start Program; Art Mobile of Montana; and VSA art of Montana. The Montana Arts Council provides



Dr. Richard Littlebear reported that the Circle of Schools was created to focus on at-risk students since the P-20 Committee was eliminated. Lame Deer Public Schools, Lame Deer, Montana; Liberty Christian Academy, Lame Deer, Montana; Northern Cheyenne Tribal School, Busby, Montana; Colstrip Public Schools, Colstrip, Montana; St. Labre Indian Catholic School, Ashland, Montana; Ashland Public Schools, Ashland, Montana, and Chief Dull Knife College, Lame Deer, Montana have pulled together to address at-risk students who are not achieving up to their potential. The vision is to pull together to seek common goals to academically prepare these students in the global economy. The mission of the Circle of Schools is to successfully transition students from pre-school to high school into higher education or the workforce. The Circle of Schools is developing and refining common policies and procedures that include some of the following: Attendance, discipline/behavior, culture, assessment, curriculum, and parental involvement. Dr. Richard Littlebear stressed that they do not have the financial resources to support this work, but everyone involved is committed to the shared vision, mission and goals.

Mr. Dan Lantis, Superintendent, Lame Deer Public Schools pointed out that the Northern Cheyenne Tribe has made education compulsory for all children from 7 to 18 years of age, completion of high school graduation and/or GED. Therefore, absences from school without adequate reason may be in violation of tribal ordinance and state law. (MCA 20-5-103-104-105-108) Attendance, unless exempt or excused, is mandatory and students are responsible for being in class. This record follows a student from school to school since many of the students who attend these schools are very transient.

Mr. Matt Kleinsasser, Principal, Ashland Public Schools reported that the Circle of Schools is making a strong effort to close the gap between each school's curriculum. The Circle of Schools recognizes the importance and the direct impact curriculum has on academic success of children that attend schools on or near the Northern Cheyenne Reservation. It is further recognized that there may be multi-cultural influences on curriculum that may impact student learning. Schools are directed to align to the state standards and benchmarks as well as incorporate a process to review the curriculum regularly. The Circle of Schools recommends that districts appoint a committee of the board to address curriculum on an ongoing basis. The "Curriculum Committee" is made up of administration, certified teachers, trustees and a community member(s) and meets regularly to address the various disciplines. Districts that are too small to support a curriculum committee are encouraged to join a consortium. Mr. Matt Kleinsasser identified the following assessments that are used to measure the academic progress of students: Criterion Referenced Tests (CRT), IOWA Basic Test, Measure of Academic Progress, and DIBELS. The scores from these assessments follow students from school to school when a student transfers.

Mr. Harry Chef, Superintendent, Colstrip Public Schools stressed that the Circle of Schools operates on a zero dollar budget. There is a ton of volunteer time for the simple reason to promote student success. In the discipline statement students need to know that "we live in a disciplined world". We are disciplined whether we like it or not. We have the choice of disciplining ourselves or being disciplined by others. Every school employee serves in a function of "enforcement" of the discipline policy adopted by each district.

Discussion ensued about the significant improvements that have been made in students' proficiency levels in math and reading, critical quality educator shortage areas, this being a model program, and the fact that a few committed people working together for a common goal can make a big difference.

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

This presentation highlighted the Office of Public Instruction's efforts to improve and enhance school tobacco policy post the Montana Board of Public Education's Position Statement on Tobacco Free School Policies dated May 13, 2005. The position statement encouraged all Montana school districts to adopt and implement a comprehensive tobacco-free school policy by September 2006. Ms. Cheri Seed pointed out the recent steps of the Office of Public Instruction to improve tobacco-free school policy: Signage survey (2008); new school signage development (2009); hire two regional coordinators (Sept. /Oct.

2009); awarded NSBA Consortium State Pilot Project Mini Grant (Oct. 2009); and strategic planning policy workshop (Oct. 29, 2009). In conclusion, Ms. Cheri Seed shared the risk behaviors of smokers vs. nonsmokers as reported in the 2009 Montana High School Youth Risk Behavior Survey and a collection of tobacco products designed to market the youth.

## INTRODUCTION

Ms. Patty Myers introduced Ms. Debra Poole, Gifted and Talented Specialist, from the Office of Public Instruction.

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**November 13, 2009 – Friday**

**8:30 AM**

### ACTION ITEM

### PUBLIC COMMENT

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

**8:33 AM Closed Meeting**

**Item 20 DENIAL HEARING - CASE #2009-04 (CLOSED) - Steve Meloy**

**8:42 AM Opened Meeting**

**Ms. Angela McLean moved: to uphold the State Superintendent's decision to deny the license in BPE Case #2009-04. Mr. Storrs Bishop seconded. Motion passed unanimously.**

Discussion ensued about the credentials necessary for those who obtain a masters degree in education, but have no student teaching experience. The licensing department at the Office of Public Instruction is very thorough in determining if the licensure applicants have met the standards set by the Board of Public Education. There has to be transcribed evidence of field experience and completion of an accredited program. The OPI also looks to see if the licensure applicant may be eligible for an alternative or provisional license to accommodate the applicant whenever possible, but adhering to the Board of Public Education's licensing standards. Discussion continued on the Northern Plains Transition to Teaching Program.

**8:47 PM Dr. Mary Sheehy Moe arrived to represent Ex-Officio Commissioner Sheila Stearns**

### INFORMATION ITEMS

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

This presentation highlighted the scope and responsibilities of the Educational Opportunity and Equity Division. Ms. BJ Granbery provided the Board of Public Education with the OPI Educational Opportunity & Equity Chart that identifies the flow chart of the different positions, who holds each position, and how they are interconnected to ensure Title I A Compliance issues across the program. This chart also identified the four units within the division: Federal Formula & Discretionary Grants Units; Migrant Education Unit; School Support Unit; and Instructional Innovations Unit. A brief description of each unit was presented as well. Discussion ensued about addressing the needs of educating homeless children.

Mr. Cal Gilbert stressed that one out of every 8 kids in his school are homeless.

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

This report summarized the 2009 YRBS results and trends in the health risk behaviors of Montana high school students. Since 1991, the Montana Office of Public Instruction has administered the survey to students in Montana schools under a cooperative agreement with the Centers for Disease Control and Prevention (CDC). Weighted data results have been obtained with every survey since 1993. The YRBS measures self-reported behaviors for unintentional and intentional injury, tobacco use, alcohol and other drug use, sexual behaviors, nutrition and dietary behaviors and physical activity. Ms. Susan Court stated that the Montana Youth Risk Behavior Survey contains valid and statistically accurate data thanks to the participation of the schools within the state of Montana. Some statistics that were highlighted:

- Rode in a car driven by someone who had been drinking alcohol during the past 30 days – 28.8% of students
- Drove a car when they had been drinking alcohol during the past 30 days – 13.5% of students
- Were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months – 9.6% of students
- Used chewing tobacco, snuff, or dip during the past 30 days – 14.6% of students
- Had five or more drinks of alcohol in a row during the past 30 days (“binge drink”) – 30.1% of students
- Had sexual intercourse with four or more people during their life – 16.0% of students
- Were overweight (i.e., at or above the 85<sup>th</sup> percentile but below the 95<sup>th</sup> percentile for body mass index) – 11.9% of students

Some other points addressed were: Montana has the 2<sup>nd</sup> highest suicide rate in the nation; methamphetamine use in Montana is dropping; and condom use is increasing. Two additional questions that were added to the survey:

- Had ever been bullied on school property during the past 12 months
- Had ever been electronically bullied, such as through e-mail, chat rooms, instant messaging during the past 12 months

Discussion ensued about the effectiveness of the meth project, schools accessing their data on the OPI website, texting while driving, marijuana use, suicide rate, forced sexual intercourse, Facebook issues, cyberbullying, nationalities, filtering the data, and why the survey is limited to 90 questions.

**Item 14 MACIE REPORT - Norma Bixby**

Ms. Norma Bixby reported to the Board of Public Education the highlights from the MACIE meeting that was held in Browning, Montana in September 2009. MACIE provided its new members with the history and role of its relationship with the Office of Public Instruction and the Board of Public Education. State Superintendent Denise Juneau was in attendance and requested the MACIE members complete a questionnaire. Mr. Tim Harris provided MACIE with a report on Special Education and Native American Indians. The Office of Public Instruction reported that it is taking the tribal histories of each tribe and making lesson plans for teachers. Ms. Norma Bixby stressed that Indian Education for All needs to be included in the Montana Virtual Academy and the Common Core Standards. Other items addressed at the MACIE meeting included: a proposed curriculum for science and social studies using Good Earth Technology; reviewed Indian Education for All grants; and reviewed the resolution written by Representative Franke Wilmer to transcribe tribal names into English to help others pronounce them correctly. There will be a listening session at the MIEA Conference in Billings, MT. Discussion ensued about the Circle of Schools; appropriate use of the Indian Education for All money; school improvement process; high turnover rates in teaching staff; teacher development; and the use of instructional coaches.

## DISCUSSION ITEMS

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

Ms. Judy Snow reported to the Board of Public Education the 2009-2010 MontCAS testing window:

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

The Combined Assessment and 2010 MontCAS Test Administration Training Conference will be held at the Red Lion Colonial, Helena, MT on January 28-29, 2010. Dr. Gerald W. Bracey, an international expert on education research and statistics will be the keynote speaker. Ms. Judy Snow continued with a review of the Formative Assessment for Montana Educators (FAME) class. The Office of Public Instruction intends to offer the class again next semester. There are four online writing programs for formative assessments that are being piloted in Montana schools in the 2009-2010 school year. The final report of these pilots will be presented to the Board of Public Education in July 2010. Additional information that was included in the October 2009 JUMP Newsletter: CRT and CRT-Alternative accommodations and registration; Braille versions of the CRT; large print versions of the CRT; CRT and CRT-Alternate Spring 2009 results; CRT test development events; 2009-2010 materials/training schedule for the English Language Proficiency Assessment (ELP); and the request for schools to participate in grant pilot test.

### **Item 16           FEDERAL UPDATE - Nancy Coopersmith, Assistant Superintendent, OPI**

This presentation included a schedule for the determination of Adequate Yearly Progress (AYP) for Montana schools and districts in July and August, 2010. In addition, information will be provided concerning a recently awarded grant to the Office of Public Instruction from the U.S. Department of Education for the Early Reading First Program. Ms. Nancy Coopersmith reported that all grants are approved, AYP has been determined, and the Office of Public Instruction is providing technical support to schools. The 2009 timelines for adequate yearly progress and assessment data was distributed to the Board with the following dates highlighted: OPI will be releasing the determinations earlier next year; federal government wants all parents notified two weeks before school starts; submit amendment to Montana Accountability Workbook to United States Department of Education by January 15, 2010; CRT testing window is March 1 – March 24, 2010; proposed AYP determinations are printed and mailed to schools/districts by June 18-19, 2010 (this date is considerably sooner than in past years); 30-day LEA review and appeals process by June 21 – July 22, 2010; AYP leadership meeting to determine appeals will occur on July 23, 2010; and final AYP determinations will be printed and mailed to school/districts by July 27, 2010. Ms. Nancy Coopersmith reported that NCLB provided \$165 million to Title I, Title II, Title II part D, and Title III funds. Title V funds have been eliminated. The Office of Public Instruction received the \$6.1 million Early Reading First Grant for three years. The Reading First funding has been eliminated. There is discussion of a new literacy bill that will provide funding for literacy education. Discussion ensued about the number of appeals, the appeal process, and the number of appeals granted. Ms. Nancy Coopersmith stated that the OPI will receive about 6-10 appeal requests each year and the OPI grants the appeals when they can if the evidence is present.

### **Item 17           NATIONAL COMMON CORE STATE STANDARDS INITIATIVE - Nancy Coopersmith, Dan Villa, Patty Myers, and Steve Meloy**

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

of Education. The presentation also included information placed on the Office of Public Instruction's website concerning the initiative. A document from the Office of Public Instruction dated September 29, 2009 stated a second draft of the College and Career Readiness Standards was released from the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The standards are available to view at <http://www.corestandards.org/Standards/index.htm>. The OPI staff, in conjunction with a panel of secondary educators and university professors, extensively reviewed the first draft of the National Common Core Standards, the College and Career Readiness Standards, for mathematics and English language arts. On July 31, 2009, a summary of the review panel's comments was sent to Mr. Gene Wilhoit, Executive Director CCSSO. The summary included concerns about specific aspects of the document. The following are taken from the Montana comments:

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

The entire document is available on the OPI website at <http://opi.mt.gov/CCSSO/index.html>. The draft Common Core Standards were supposed to be released on Friday, November 13, 2009, but were not available at the time of this report.

The CCSO/NGA Common Core State Standards process flow chart was provided along with a question and answer sheet that was developed by the Common Core State Standards Initiative after its October 30, 2009 meeting in Chicago. Discussion ensued about the following: rate of progress; college and career ready standards are not exit standards; and 85% adoption.

**Item 18 EDUCATION AND LOCAL GOVERNMENT COMMITTEE - Steve Meloy**

There are two identified issues with the current statute of MCA 20-7-101 affecting the process for the adoption of accreditation standards. One, while the Legislative Fiscal Division (LFD) has been working with both the Board of Public Education and the Office of Public Instruction on the new process in relation to accreditation standards the results of the September 11, 2009 Board of Public Education meeting point out that there are still issues to be resolved before the process works as envisioned by the 2005 Legislature. Under what, if any, conditions should the legislature grant authority to the Board of Public Education to process without a determination of the fiscal impact of adoption or amendment of accreditation standards? How long shall the Board of Public Education's action on rules be held abeyance for a review to take place? How shall notification of the LFD and the Education and Local Government Interim Committee (ELGIC) action be conveyed to the Board and by whom? Two, statute does not address how the Board of Public Education can adopt or amend standards during the biannual legislative session when interim committees are disbanded. Does the legislature wish to designate a legislative committee for the Board of Public Education to submit changes to accreditation standards?

In order to work collaboratively and address these issues Mr. Steve Meloy presented this process for the fiscal analysis of proposed accreditation standards that was derived by Ms. Madalyn Quinlan, OPI; Ms. Kris Wilkinson, LFD; and Mr. Steve Meloy, BPE.

	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>
	Information	Notice of Proposed Rulemaking	Adoption of Rule
<b>Prior to meeting:</b>	BPE sends letter to the		BPE holds public

	ELGIC to communicate the planned process and timeline for adoption of the content and performance standard.		hearing to receive input on the proposed standards.
<b>At meeting:</b>	OPI presents cost assumptions to BPE along with draft version of standards.	Any revisions of proposed standards and cost assumptions are presented to the BPE. BPE approves notice of proposed rulemaking, which begins the formal rulemaking process.	LFD fiscal analysis is presented to the BPE.
<b>Meeting follow-up:</b>	BPE sends letter to ELG with draft cost assumptions. ELG requests LFD Analysis.	LFD prepares its fiscal analysis of the proposed rules.	If the proposed standard is substantially changed from the NPRM version, the LFD will revise its analysis and present its conclusions to the BPE in a conference call prior to the next scheduled BPE meeting.

Discussion ensued about not wanting to impede on the Board's process. Ms. Kris Wilkinson distributed a memorandum from Mr. Jeremy Gersovitz, Staff Attorney from the Education and Local Government Interim Committee dated October 1, 2009 to the committee members reporting the Board of Public Education's administrative rule activity. The Board of Public Education notified the ELGIC on May 28, 2009 of its intent to adopt, amend, and repeal rules pertaining to the math content standards and performance descriptors before the Board took final action on September 11, 2009. A technical note in Mr. Gersovitz memo stated, "the Board's taking action in advance of the LFD's analysis potentially handicaps the legislature's constitutional duty to provide 'a basic system of free quality public elementary and secondary schools throughout the State of Montana that will guarantee equality of educational opportunity to all.'" Ms. Kris Wilkinson stated that there is no significant fiscal impact to school districts from the final analysis for the math standards. Discussion continued on the Board's constitutional mandate to set the standards, the starkness of the language in Mr. Jeremy Gersovitz' memorandum, and whether or not the Board should respond to Mr. Gersovitz. The consensus of the Board was to respond to Mr. Jeremy Gersovitz' memorandum.

**11:25 AM Dr. Mary Sheehy Moe departed**

**Item 19 UPDATE OF ACCREDITATION ON-SITE VISITS OF PROFESSIONAL EDUCATION UNITS - Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI**

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

2008 University of Montana-Western

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

## ACTION ITEMS

## PUBLIC COMMENT

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

~~Item 21 — REVOCATION — CASE #2007-703 (CLOSED) — Steve Meloy~~

This item was removed from the agenda.

11:30 AM Mr. Tim Seery departed

**Item 22 RECOMMEND APPROVAL OF CRITICAL QUALITY EDUCATOR SHORTAGE AREAS-**

**Madalyn Quinlan, Chief of Staff, OPI**

Section 20-4-501 through 506, MCA provides for a quality educator loan assistance program. This presentation included information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction reported and recommended for Board adoption, a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas. Ms. Madalyn Quinlan provided the background of the program and reported that the legislative appropriation for quality educator loan assistance is \$882,000 in FY2010 and \$1,076,000 in FY2011 for a total of \$1,958,000 for the 2011 biennium. This funding level will support loan assistance to approximately 300-330 educators in FY2010 and 400-440 educators in FY2011. The Office of Public Instruction has developed a rubric for scoring the needs of schools based on three factors: rural isolation, economic disadvantage, and low student achievement. These three factors are weighted to set a threshold for identifying "impacted schools." There are 526 impacted schools on the list, of which 255 are elementary schools, 147 are middle schools or grade 7/8 schools, and 124 are high schools. Last year 327 schools were identified. The Office of Public Instruction looked at three available sources of information related to licensure and endorsement shortage areas: Personnel Recruitment and retention Report; emergency authorizations; and misassignments reported by accredited schools. Ms. Madalyn Quinlan reported that there is an extra effort being extended to promote this program through marketing to ensure that a net is cast wide enough to catch those who are eligible to apply.

**Ms. Angela McLean moved: to adopt the Critical Quality Educator Shortage Areas report as presented to establish eligibility for the quality educator loan assistance program in the spring of 2010. Ms. Sharon Carroll seconded. Motion passed unanimously.**

**Item 23 NOTICE OF ADOPTION OF NEW RULE I AND AMENDMENT OF ARM 10.57.102, 10.57.201, 10.57.204, 10.57.215, 10.57.301, 10.57.413, 10.57.420, 10.57.425, 10.57.426, AND 10.57.437 PERTAINING TO EDUCATOR LICENSURE - Peter Donovan**

Mr. Peter Donovan reported that during the Board of Public Education meeting on March 13, 2009, the Board adopted changes to Title 10 Chapter 57 of the Administrative Rules of Montana, as recommended

by the Chapter 57 Review Team. The review team convenes every five years as required by ARM 10.57.101 to conduct a comprehensive review of the entire chapter. In implementing those recommended changes, the OPI Educator Licensure Division discovered omissions and clerical errors in administering the new rule. The adoption of New Rule I and the amendment of rules in Chapter 57 were presented to correct those omissions and errors. No significant changes were requested to most of the chapter. However, with the implementation of the Class 8 Dual Credit-only Postsecondary Faculty License, two difficulties arose with regard to (1) endorsement of faculty who are highly specialized in their field of study, and (2) those faculty members teaching in career and technical fields, e.g. health occupations. Changes to the Class 8 language will allow licensing in these areas and create additional dual credit opportunities for Montana's students. Mr. Peter Donovan reported that there are 13 people who are waiting to receive a Class 8 license, but will be able to obtain the license if this rule is passed as presented. Mr. Eric Feaver, on behalf of MEA-MFT, stated that he supported the rules as written at the November 9, 2009 public hearing. Discussion ensued about the concerns expressed by Representative Steenson about limiting access to students; Mr. Steve Meloy's response to Representative Steenson on October 21, 2009 is found in this meetings correspondence; and continued vigilance by the Board of Public Education to ensure that its rules are being upheld.

**Ms. Angela McLean moved: to adopt New Rule I and amendment of ARM 10.57.102, 10.57.201, 10.57.204, 10.57.215, 10.57.301, 10.57.413, 10.57.420, 10.57.425, 10.57.426, and 10.57.437 pertaining to educator licensure. Ms. Sharon Carroll seconded. Motion passed unanimously.**

**Item 24            RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO ARM 10.54.3010 THROUGH 10.54.3898 COMMUNICATION ARTS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS - Kris Goyins, Communication Arts Curriculum Specialist, OPI**

The Office of Public Instruction provided the Board of Public Education with the Notice of Public Hearing and Timeline relating to the K-12 Communication Arts Content Standards and Performance Descriptors. This presentation included the final process for comments, review and editing, areas of focus and resulting documents. Attached are the draft Notice of Public Hearing, Timeline, cost analysis for implementation of standards and performance descriptors, and "user-friendly" K-12 Communication Arts Content Standards and Performance Descriptors. Ms. Kris Goyins and Ms. Sue Brown reviewed the standards, timeline, and the cost analysis for implementation. They reported that the standards are easy to measure and easy to understand. The Office of Public Instruction and the colleagues that worked on the standards from around the state tried to eliminate any redundancy, clearly identify essential learner elements, and ensure there is life enrichment of communication arts in the content of these standards.

**Mr. Storrs Bishop moved: to approve the notice of public hearing and timeline relating to Administrative Rules of Montana 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653 concerning the Communication Arts Content Standards and Performance Descriptors. Mr. John Edwards seconded. Motion passed unanimously.**

**Item 25            PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS  
Al McMilin, Accreditation Unit Manager, OPI**

This presentation provided the Board of Public Education with a progress report and recommendations regarding schools that have been in an intensive assistance cycle either in 2007-2008 or 2008-2009 due to continuing or serious deviations. The schools have all developed corrective plans approved by the BPE to address the deviations. An outlying issue is that the State Superintendent of Public Instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. Over the past two years the State Superintendent of Public Instruction and the Office of Public Instruction's accreditation staff have worked with the Board of

Public Education to develop and implement a process that will address these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. The response options for continuing or serious deviations were provided along with the Progress Report on Schools in Intensive Assistance Cycles updated November 2009. Mr. Al McMilin reported on the schools involved in the initial cycle for 2007-2008 and the initial cycle for 2008-2009 and noted that this will not be the last update, but the Office of Public Instruction wanted to keep the Board informed. Another report will come before the Board in January 2010 to report on Lewistown Public Schools since its plan has not been accomplished to date.

**Mr. Storrs Bishop moved: to approve State Superintendent Denise Juneau's recommendations in regard to the response options for continuing or serious deviations for all schools identified with the exception of Lewistown Public Schools. Mr. Cal Gilbert seconded. Motion passed unanimously.**

#### **PRELIMINARY AGENDA ITEMS – January 7-8, 2010**

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

Discussion ensued about whether or not the Board of Public Education should ask Montana State University-Bozeman to present the Northern Plains Transition to Teaching Program. State Superintendent Denise Juneau will be making a recommendation to the Board of Public Education in January 2010 concerning MSU-Bozeman's accreditation status. It was decided to wait until after this recommendation from State Superintendent Denise Juneau in January 2010 to determine if the Board of Public Education should make this request of MSU-Bozeman.

**12:45 PM Mr. John Edwards and Mr. Bernie Olson departed**

#### **INFORMATION ITEM**

##### **Item 26 MSDB COMMITTEE MEETING REPORT - Steve Gettel**

Mr. Steve Gettel reported that Montana's News Station presented a series of articles concerning the decrease in the number of students attending the Montana School for the Deaf and Blind. MSDB at its height in the 1970s had about 100 students; five year ago, the number stood at 70, and now, there are just 50 students. There are lots of reasons for the decrease, including fewer children born with hearing and vision impairments; technology advances that help those with impairments stay in more traditional schools; and a 1994 law that required school districts to provide services for these kids. But MSDB school staff members note that sending kids to MSDB can still be a huge benefit, and estimate that of the kids eligible to attend MSDB, only one-fifth do. It can mean some kids that should be at MSDB are falling behind at their own school. Even though the classes are small at MSDB, it continues to be the best place to provide services for hearing and vision impaired students. Other articles focused on MSDB being a "second" home for most students, and the continual need to provide financial support through the MSDB Foundation.

Mr. Steve Gettel continued to report to the Board of Public Education about personnel actions and updates on the strategic planning process, 5-year comprehensive education plan development process, MAP assessments, LFD performance measures, in-service training, conference attendance, and MSDB

Foundation activities. The Foundation received a \$10,000 grant award from PPL to support MSDB's summer programs, a \$50,000 bequest from the Alta Haugse Trust, and John and Jesse Boor bequest one sixth of their estate with an estimated value of \$60,850 before expenses.

Mr. Bill Sykes reported that MSDB may have to make a personal services contingency request from the Governor's Office due to two staff members who will be retiring. Deferred maintenance money will be used to replace worn out carpet, tile, etc.

Mr. Steve Gettel continued the report with the school calendar of events, holiday schedule, and additional school news. He also reviewed the concept statement from Portland State University concerning the Pacific Northwest Consortium for Vision Education concerning the need of Teachers of children with Visual Impairments (TVIs). The consortium is requesting that each state provide a payment of \$5,000 per year and provide in-kind support by having a state coordinator of vision services and agree to help find placements and assist in the supervision of practica placements. As a result the consortium will guarantee the continuance of the program at Portland State University and will help insure sufficient numbers of qualified teachers for member states. In conclusion, it was discussed to create a task force to meet regularly to ensure that those who need training for sign-language interpreting have the support that they need to obtain and continue these skills. There may be money available through the Office of Public Instruction, the Montana Registry for Interpreters of the Deaf, and/or the Montana School for the Deaf and Blind. Mr. Peter Donovan will work with Mr. Steve Gettel to create this task force.

***Ms. Angela McLean moved: to adjourn. Mr. Storrs Bishop seconded. Motion passed unanimously.***

**1:50 PM Adjourned**

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

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

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

PART-A ACTUAL REVENUE ACCOUNT SUMMARY  
 ACCOUNT FUND CURRENT MONTH CURRENT YEAR CM PRIOR YR PRIOR YEAR CURR+PRIOR ELAPSED TIME YTD: 42%

583300 Inception of Lease-NONBUDGETED 01100 9,459.46 45,350.82 60,221.57 3,118.00 3,118.00

TOTAL FUND 01100 General Fund 9,459.46 45,800.82 60,221.57 3,118.00 3,118.00

TOTAL PART-A ACTUAL REVENUE ACCOUNT SUMMARY 9,459.46 45,800.82 60,221.57 3,118.00 3,118.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

61101 Regular 01100 691.28 3,360.98 6.50 309.00 309.00

61112 Differential Pay 01100 161.50 788.98 23.19 2,562.00 2,562.00

TOTAL 61100 Salaries 1,189.40 4,939.58 248.00 248.00 248.00

61301 Per Diem 01100 1,100.00 1,100.00 34.00 34.00 34.00

61401 FICA 01100 3,360.98 3,360.98 36.68 36.68 36.68

61402 Retirement - Other 01100 161.50 788.98 12.28 12.28 12.28

61403 Group Insurance 01100 4,939.58 4,939.58 291.68 291.68 291.68

61404 Workers Compensation Insur 01100 636.11 636.11 4,989.83 4,989.83 4,989.83

61410 State Unemployment Tax 01100 159.88 159.88 566.50 566.50 566.50

61411 Teachers Retirement 01100 3,435.22 3,435.22 900.00 900.00 900.00

TOTAL 61400 Employee Benefits 2,916.74 13,320.75 36.68 36.68 36.68

TOTAL 61000 Personal Services 12,376.20 60,221.57 12.28 12.28 12.28

62102 Consult & Prof Services 01100 6.50 6.50 6.50 6.50 6.50

62104 Insurance & Bonds 01100 309.00 309.00 309.00 309.00 309.00

62108 Legal Fees & Court Costs 01100 2,562.00 2,562.00 2,562.00 2,562.00 2,562.00

62113 Warrant Writing Services 01100 6.51 6.51 23.19 23.19 23.19

62114 HRIS Service Fees 01100 124.00 124.00 248.00 248.00 248.00

62114A Workers' Comp Program Fees 01100 34.00 34.00 34.00 34.00 34.00

62148 SABHRS Administrative Costs 01100 283.25 283.25 566.50 566.50 566.50

62199 General 01100 900.00 900.00 900.00 900.00 900.00

621B5 ITSD EMail 01100 9.17 9.17 36.68 36.68 36.68

621B8 ITSD Operational Support 01100 3.07 3.07 12.28 12.28 12.28

621C5 ITSD Enterprise Services 01100 72.92 72.92 291.68 291.68 291.68

TOTAL 62100 Other Services 4,989.83 4,989.83 4,989.83 4,989.83 4,989.83

62212 Photo & Reproduction 01100 84.91 84.91 84.91 84.91 84.91

62225 Books & Reference Materials 01100 16.50 16.50 16.50 16.50 16.50

62236 Ofc Supplies/Central Stores 01100 63.03 63.03 63.03 63.03 63.03

62241 Office Sup/Minor Equip-NonStat 01100 569.15 569.15 569.15 569.15 569.15

62249 Minor Software. 01100 106.00 106.00 106.00 106.00 106.00

62280 Program Expense 01100 387.18 387.18 387.18 387.18 387.18

622B1 ITSD Asset Broker 01100 200.00 200.00 200.00 200.00 200.00

TOTAL 62200 Supplies & Materials 1,426.77 1,426.77 1,426.77 1,426.77 1,426.77

62304 Postage & Mailing 01100 924.20 924.20 924.20 924.20 924.20

62319 Cellular Phones 01100 234.56 234.56 234.56 234.56 234.56

623B0 ITSD Voice Services 01100 212.73 212.73 212.73 212.73 212.73

623B2 ITSD Network Services 01100 91.84 91.84 91.84 91.84 91.84

623B4 ITSD Long Distance 01100 9.76 9.76 9.76 9.76 9.76

TOTAL 62300 Communications 1,473.09 1,473.09 1,473.09 1,473.09 1,473.09

62401 In-State Personal Car Mileage 01100 265.10 265.10 265.10 265.10 265.10

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	
ACCOUNT	FUND					CURR+PRIOR	
62402 In-State Commercial Transport	01100		138.00			138.00	
62404 In-State State Motor Pool	01100	79.65	222.30			222.30	
62407 In-State Meals	01100	18.00	85.00			85.00	
62408 In-State Lodging	01100		682.24			682.24	
62410 In-State Meals Overnight	01100		18.00			18.00	
62412 Out-Of-State Commercial Trans	01100		648.90			648.90	
62417 Out-Of-State Meals	01100		86.00			86.00	
62418 Out-Of-State Lodging	01100		558.12			558.12	
62427 Commuter Allowance	01100		62.00			62.00	
62485 NonEmployOutStateCommerc/Trans	01100		117.70			117.70	
62486 NonEmployInStateCommerc/Trans	01100	117.70	117.70			117.70	
62489 Non-Employee In State Mileage	01100	1,306.80	4,898.85			4,898.85	
62490 Non-Employee In State Meals	01100	311.00	987.00			987.00	
62497 Non-Employee In-State Lodging	01100	1,091.20	3,470.90			3,470.90	
TOTAL 62400 Travel		2,924.35	12,357.81			12,357.81	
62528 Rent-Non Dept of Admin	01100		2,721.95			2,721.95	
62801 Dues	01100		10,997.50			10,997.50	
62802 Subscriptions	01100		94.62			94.62	
62817 Meetings/Conference Costs	01100		695.00			695.00	
62878 Parking Fees	01100		520.00			520.00	
62888 Statewide Indirect Costs	01100		56.00			56.00	
TOTAL 62800 Other Expenses		12,363.12	12,363.12			12,363.12	
TOTAL 62000 Operating Expenses		3,959.30	35,332.57			35,332.57	
63302 Office Equip-Cap Lease-Nonbud	01100				3,118.00	3,118.00	
69301 Principal - Leases	01100	74.24	445.44			445.44	
TOTAL FUND 01100 General Fund		16,409.74	95,999.58		3,118.00	99,117.58	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		16,409.74	95,999.58		3,118.00	99,117.58	
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE
62000 Operating Expenses	01100	2009	235H1		2,220.64-	2,220.64	
TOTAL SUB-CLS 235H1 ADMINISTRATION					2,220.64-	2,220.64	
TOTAL FUND 01100 General Fund					2,220.64-	2,220.64	
TOTAL PROGRAM 2009					2,220.64-	2,220.64	
61000 Personal Services	01100	2010	235H1	161,640.00		59,771.57	101,868.43
61000 Personal Services	01100	2010	235H2	510.00		450.00	60.00
TOTAL 61000 Personal Services				162,150.00		60,221.57	101,928.43
62000 Operating Expenses	01100	2010	235H1	59,280.00		35,332.57	23,947.43
69000 Debt Service	01100	2010	235H1	891.00		445.44	445.56
TOTAL SUB-CLS 235H1 ADMINISTRATION				221,811.00		95,549.58	126,261.42
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00		450.00	60.00
TOTAL FUND 01100 General Fund				222,321.00		95,999.58	126,321.42



ACCNT	CURR MONTH	DETAIL EXPENSE	TRANSACTIONS	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
62241	0001945315	11/24/2009	000001	Office Sup/Minor Equip-NonStat				34.07			42%
TOTAL	62241	Office Sup/Minor Equip-NonStat						201.07			
622B1	0001940396	11/10/2009	000001	ITSD Asset Broker				50.00			
62304	ACC1945727	11/24/2009	000003	Meals, Certified Letters				18.52	00002222	STEVE MELOY	
62304	0001945313	11/24/2009	000001	Postage & Mailing				93.76			
TOTAL	62304	Postage & Mailing						112.28			
62319	ACC1942347	11/16/2009	000033	Steve's Cell Phone				58.61	00002218	VERIZON WIRELESS SERVICES LLC	
623B0	0001944047	11/19/2009	000001	ITSD Voice Services				44.06			
623B2	0001944047	11/19/2009	000002	ITSD Network Services				22.96			
623B4	0001944047	11/19/2009	000003	ITSD Long Distance				2.92			
62404	0001936501	11/01/2009	000002	In-State State Motor Pool				79.65			
62407	ACC1945727	11/24/2009	000004	Meals, Certified Letters				18.00	00002222	STEVE MELOY	
62486	ACC1942347	11/16/2009	000034	Air,Lodging, Meals				117.70	00002217	JOHN EDWARDS	
62489	ACC1942347	11/16/2009	000035	Mileage, Lodging, Meals				121.00	00002210	STORRS BISHOP	
62489	ACC1942347	11/16/2009	000036	Mileage, Lodging, Meals				88.00	00002211	ANGELA MCLEAN	
62489	ACC1942347	11/16/2009	000037	Mileage, Lodging, Meals				211.20	00002212	BERNIE OLSON	
62489	ACC1942347	11/16/2009	000038	Mileage, Lodging, Meals				99.00	00002213	PATTY MYERS	
62489	ACC1942347	11/16/2009	000039	Mileage, Lodging, Meals				99.00	00002214	TIMOTHY SEERY	
62489	ACC1942347	11/16/2009	000040	Mileage, Meals				198.00	00002215	CAL GILBERT	
62489	ACC1942347	11/16/2009	000041	Mileage, Lodging, Meals				286.00	00002216	SHARON CARROLL	
62489	ACC1944283	11/19/2009	000012	Mileage				204.60	00002219	PATTY MYERS	
TOTAL	62489	Non-Employee In State Mileage						1,306.80			
62490	ACC1942347	11/16/2009	000042	Mileage, Lodging, Meals				34.00	00002210	STORRS BISHOP	
62490	ACC1942347	11/16/2009	000043	Mileage, Lodging, Meals				29.00	00002211	ANGELA MCLEAN	
62490	ACC1942347	11/16/2009	000044	Mileage, Lodging, Meals				46.00	00002212	BERNIE OLSON	
62490	ACC1942347	11/16/2009	000045	Mileage, Lodging, Meals				52.00	00002213	PATTY MYERS	
62490	ACC1942347	11/16/2009	000046	Mileage, Lodging, Meals				34.00	00002214	TIMOTHY SEERY	
62490	ACC1942347	11/16/2009	000047	Mileage, Meals				24.00	00002215	CAL GILBERT	
62490	ACC1942347	11/16/2009	000048	Mileage, Lodging, Meals				63.00	00002216	SHARON CARROLL	
62490	ACC1942347	11/16/2009	000049	Air,Lodging, Meals				29.00	00002217	JOHN EDWARDS	
TOTAL	62490	Non-Employee In State Meals						311.00			
62497	ACC1942347	11/16/2009	000050	Mileage, Lodging, Meals				175.34	00002210	STORRS BISHOP	
62497	ACC1942347	11/16/2009	000051	Mileage, Lodging, Meals				87.67	00002211	ANGELA MCLEAN	
62497	ACC1942347	11/16/2009	000052	Mileage, Lodging, Meals				175.34	00002212	BERNIE OLSON	
62497	ACC1942347	11/16/2009	000053	Mileage, Lodging, Meals				175.34	00002213	PATTY MYERS	
62497	ACC1942347	11/16/2009	000054	Mileage, Lodging, Meals				175.34	00002214	TIMOTHY SEERY	
62497	ACC1942347	11/16/2009	000055	Mileage, Lodging, Meals				214.50	00002216	SHARON CARROLL	
62497	ACC1942347	11/16/2009	000056	Air,Lodging, Meals				87.67	00002217	JOHN EDWARDS	
TOTAL	62497	Non-Employee In-State Lodging						1,091.20			

REPORT ID: MTGL0106-O  
 STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 BUS. UNIT: 51010 Board of Public Education  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE  
 PAGE NO. 5  
 RUN DATE: 12/01/2009  
 RUN TIME: 01:26:28  
 FOR THE FY PERIOD: NOVEMBER 2010

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ELAPSED TIME YTD: 42%  
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME  
 569301 ACC1944283 11/19/2009 000013 Copier Lease 74.24 00002221 LYON FINANCIAL SERVICES INC

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 16,409.74

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD:	42%			
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	PRIOR YEAR	CURR+PRIOR			
61101 Regular	01100	6,720.16	432.44		432.44			
61101 Regular	02122	6,720.16	31,644.75		31,644.75			
TOTAL 61101 Regular			32,077.19		32,077.19			
61112 Differential Pay	01100	6,720.16	450.00		450.00			
TOTAL 61100 Salaries			32,527.19		32,527.19			
61401 FICA	01100	502.23	35.60		35.60			
61401 FICA	02122	502.23	2,409.14		2,409.14			
TOTAL 61401 FICA			2,444.74		2,444.74			
61402 Retirement - Other	01100	127.20	35.88		35.88			
61402 Retirement - Other	02122	127.20	645.39		645.39			
TOTAL 61402 Retirement - Other			681.27		681.27			
61403 Group Insurance	01100	1,252.00	125.20		125.20			
61403 Group Insurance	02122	1,252.00	5,223.19		5,223.19			
TOTAL 61403 Group Insurance			5,348.39		5,348.39			
61404 Workers Compensation Insur	01100	122.72	9.12		9.12			
61404 Workers Compensation Insur	02122	122.72	586.90		586.90			
TOTAL 61404 Workers Compensation Insur			596.02		596.02			
61410 State Unemployment Tax	01100	23.52	1.76		1.76			
61410 State Unemployment Tax	02122	23.52	112.48		112.48			
TOTAL 61410 State Unemployment Tax			114.24		114.24			
61411 Teachers Retirement	02122	487.20	2,294.63		2,294.63			
TOTAL 61400 Employee Benefits		2,514.87	11,479.29		11,479.29			
TOTAL 61000 Personal Services		9,235.03	44,006.48		44,006.48			
TOTAL FUND 01100 General Fund		9,235.03	1,090.00		1,090.00			
TOTAL FUND 02122 Advisory Council		9,235.03	42,916.48		42,916.48			
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,235.03	44,006.48		44,006.48			
PART-B BUDGET EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD:	42%			
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2010	235H1	640.00		640.00		100
61000 Personal Services	01100	2010	235H2	510.00		450.00	60.00	88
61000 Personal Services	02122	2010	235H1	111,049.00		42,916.48	68,132.52	39
TOTAL 61000 Personal Services				112,199.00		44,006.48	68,192.52	39
TOTAL SUB-CLS 235H1 ADMINISTRATION				640.00		640.00		100
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00		450.00	60.00	88
TOTAL FUND 01100 General Fund				1,150.00		1,090.00	60.00	95
TOTAL SUB-CLS 235H1 ADMINISTRATION				111,049.00		42,916.48	68,132.52	39
TOTAL FUND 02122 Advisory Council				111,049.00		42,916.48	68,132.52	39

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL PROGRAM 2010  
 FUND PROG SUB-CLS BUDGET  
 112,199.00  
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 112,199.00

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME  
 51101 PAY1937725 11/02/2009 00002 PPE 10/23/09 IV1 ON-CYCLE 3,360.08  
 51101 PAY1942529 11/17/2009 00002 PPE 11/06/09 IW1 ON-CYCLE 3,360.08  
 TOTAL 61101 Regular 6,720.16

51401 PAY1937725 11/02/2009 00003 PPE 10/23/09 IV1 ON-CYCLE 251.13  
 51401 PAY1942529 11/17/2009 00003 PPE 11/06/09 IW1 ON-CYCLE 251.10  
 TOTAL 61401 FICA 502.23

51402 PAY1937725 11/02/2009 00004 PPE 10/23/09 IV1 ON-CYCLE 63.60  
 51402 PAY1942529 11/17/2009 00004 PPE 11/06/09 IW1 ON-CYCLE 63.60  
 TOTAL 61402 Retirement - Other 127.20

51403 PAY1937725 11/02/2009 00005 PPE 10/23/09 IV1 ON-CYCLE 626.00  
 51403 PAY1942529 11/17/2009 00005 PPE 11/06/09 IW1 ON-CYCLE 626.00  
 TOTAL 61403 Group Insurance 1,252.00

51404 PAY1937725 11/02/2009 00006 PPE 10/23/09 IV1 ON-CYCLE 61.36  
 51404 PAY1942529 11/17/2009 00006 PPE 11/06/09 IW1 ON-CYCLE 61.36  
 TOTAL 61404 Workers Compensation Insur 122.72

51410 PAY1937725 11/02/2009 00007 PPE 10/23/09 IV1 ON-CYCLE 11.76  
 51410 PAY1942529 11/17/2009 00007 PPE 11/06/09 IW1 ON-CYCLE 11.76  
 TOTAL 61410 State Unemployment Tax 23.52

61411 PAY1937725 11/02/2009 00008 PPE 10/23/09 IV1 ON-CYCLE 243.60  
 61411 PAY1942529 11/17/2009 00008 PPE 11/06/09 IW1 ON-CYCLE 243.60  
 TOTAL 61411 Teachers Retirement 487.20

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 9,235.03

ELAPSED TIME YTD: 42%  
 BALANCE 68,192.52  
 EXPENDED 44,006.48  
 VENDOR NAME  
 44,006.48

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:
						CURR+PRIOR
<b>PART-A ACTUAL REVENUE ACCOUNT SUMMARY</b>						
583300	Inception of Lease-NONBUDGETED					42%
TOTAL	FUND 02219 Research Fund				3,118.00	3,118.00
TOTAL	PART-A ACTUAL REVENUE ACCOUNT SUMMARY				3,118.00	3,118.00
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>						
51101	Regular	250.26	375.39			375.39
51301	Per Diem	450.00	550.00			550.00
51401	FICA	17.80	26.70			26.70
51402	Retirement - Other	17.94	26.91			26.91
51403	Group Insurance	62.60	980.03			980.03
51404	Workers Compensation Insur	4.56	6.84			6.84
51410	State Unemployment Tax	0.88	1.32			1.32
TOTAL	61400 Employee Benefits	103.78	1,041.80			1,041.80
TOTAL	61000 Personal Services	804.04	1,967.19			1,967.19
52102	Consult & Prof Services		6.50			6.50
52104	Insurance & Bonds		309.00			309.00
52113	Warrant Writing Services	6.50	23.16			23.16
52114	HRIS Service Fees	124.00	248.00			248.00
52114A	Workers' Comp Program Fees	34.00	34.00			34.00
52148	SABHRS Administrative Costs	283.25	566.50			566.50
521B5	ITSD Email	9.16	36.64			36.64
521B8	ITSD Operational Support	3.07	12.28			12.28
521C5	ITSD Enterprise Services	72.91	291.64			291.64
TOTAL	62100 Other Services	532.89	1,527.72			1,527.72
52212	Photo & Reproduction	10.13	84.89			84.89
52225	Books & Reference Materials		16.50			16.50
52236	Ofc Supplies/Central Stores		63.03			63.03
52241	Office Sup/Minor Equip-NonStat	34.06	83.77			83.77
52249	Minor Software.		53.00			53.00
52280	Program Expense		387.15			387.15
522B1	ITSD Asset Broker	50.00	200.00			200.00
TOTAL	62200 Supplies & Materials	94.19	888.34			888.34
52304	Postage & Mailing	93.75	870.26			870.26
523B0	ITSD Voice Services	44.05	212.69			212.69
523B2	ITSD Network Services	22.96	91.84			91.84
523B4	ITSD Long Distance	0.68	4.08			4.08
TOTAL	62300 Communications	161.44	1,178.87			1,178.87
52404	In-State State Motor Pool	178.82	178.82			178.82
52407	In-State Meals		22.00			22.00
52408	In-State Lodging		435.42			435.42
52410	In-State Meals Overnight		72.00			72.00
52489	Non-Employee In State Mileage		2,172.50			2,172.50
52490	Non-Employee In State Meals		274.00			274.00
52497	Non-Employee In-State Lodging		1,194.84			1,194.84
TOTAL	62400 Travel	178.82	4,349.58			4,349.58

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		ELAPSED TIME YTD: 42%	
FUND	CURRENT MONTH	CURRENT YEAR	CURR+PRIOR
02219	2,721.90	2,721.90	2,721.90
02219	400.00	400.00	400.00
02219	94.62	94.62	94.62
02219	520.00	520.00	520.00
02219	56.00	56.00	56.00
TOTAL 62800	1,070.62	1,070.62	1,070.62
TOTAL 62000	967.34	11,737.03	11,737.03
63302	Office Equip-Cap Lease-Nonbud	02219	3,118.00
69301	Principal - Leases	02219	445.42
TOTAL FUND 02219	Research Fund	1,845.61	14,149.64
TOTAL PART-A	ACTUAL EXPENSE ACCOUNT SUMMARY	1,845.61	14,149.64

PART-B BUDGET EXPENSE ACCOUNT SUMMARY		ELAPSED TIME YTD: 42%	
FUND	PROG SUB-CLS	BUDGET	ENCUMBERED
02219	2009 235H5	22,957.00	2,220.64
02219	2010 235H1	51,152.00	2,220.64
02219	2010 235H1	891.00	2,220.64
TOTAL SUB-CLS 235H5	RESEARCH	75,000.00	2,220.64
TOTAL FUND 02219	Research Fund	75,000.00	2,220.64
TOTAL PROGRAM 2009		75,000.00	2,220.64
61000	Personal Services	22,957.00	1,967.19
62000	Operating Expenses	51,152.00	11,737.03
69000	Debt Service	891.00	445.42
TOTAL SUB-CLS 235H1	ADMINISTRATION	75,000.00	14,149.64
TOTAL FUND 02219	Research Fund	75,000.00	14,149.64
TOTAL PROGRAM 2010		75,000.00	14,149.64
TOTAL PART-B	BUDGET EXPENSE ACCOUNT SUMMARY	75,000.00	16,370.28

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS		ELAPSED TIME YTD: 42%	
JRNL-ID	DATE	JRNL-LN	DESCRIPTION
61101	PAY1937726	11/02/2009	000004 PPE 10/23/09 IV1 ON-CYCLE
61101	PAY1942530	11/17/2009	000004 PPE 11/06/09 IW1 ON-CYCLE
TOTAL 61101	Regular		250.26
61301	ACC1942347	11/16/2009	000029 Per Diem
61301	ACC1942347	11/16/2009	000030 Per Diem
61301	ACC1942347	11/16/2009	000031 Per Diem
61301	ACC1942347	11/16/2009	000032 Per Diem
61301	ACC1944283	11/19/2009	000008 Per Diem
TOTAL 61301	Per Diem		450.00
61401	PAY1937726	11/02/2009	000006 PPE 10/23/09 IV1 ON-CYCLE
61401	PAY1942530	11/17/2009	000006 PPE 11/06/09 IW1 ON-CYCLE
TOTAL 61401	FICA		17.80
61402	PAY1937726	11/02/2009	000008 PPE 10/23/09 IV1 ON-CYCLE
TOTAL 61402			8.97

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	VCHR-ID	AMOUNT	VENDOR NAME
TOTAL	61402	Retirement - Other				17.94	
61403	PAY1937726	11/02/2009	000010	PPE 10/23/09 IV1 ON-CYCLE		31.30	
61403	PAY1942530	11/17/2009	000010	PPE 11/06/09 IW1 ON-CYCLE		31.30	
TOTAL	61403	Group Insurance				62.60	
61404	PAY1937726	11/02/2009	000012	PPE 10/23/09 IV1 ON-CYCLE		2.28	
61404	PAY1942530	11/17/2009	000012	PPE 11/06/09 IW1 ON-CYCLE		2.28	
TOTAL	61404	Workers Compensation Insur				4.56	
61410	PAY1937726	11/02/2009	000014	PPE 10/23/09 IV1 ON-CYCLE		0.44	
61410	PAY1942530	11/17/2009	000014	PPE 11/06/09 IW1 ON-CYCLE		0.44	
TOTAL	61410	State Unemployment Tax				0.88	
62113	0001940388	11/10/2009	000002	Warrant Writing Services		6.50	
62114	0001936493	11/01/2009	000002	HRIS Service Fees		124.00	
62114A	0001945318	11/24/2009	000002	Workers' Comp Program Fees		34.00	
62148	0001940391	11/10/2009	000002	SABHRS Administrative Costs		283.25	
621B5	0001940396	11/10/2009	000006	ITSD EMAIL		9.16	
621B8	0001940396	11/10/2009	000008	ITSD Operational Support		3.07	
621C5	0001940396	11/10/2009	000007	ITSD Enterprise Services		72.91	
62212	ACC1944283	11/19/2009	000010	Copier Lease		10.13	LYON FINANCIAL SERVICES INC
62241	0001945315	11/24/2009	000002	Office Sup/Minor Equip-NonStat		34.06	
622B1	0001940396	11/10/2009	000005	ITSD Asset Broker		50.00	
62304	0001945313	11/24/2009	000002	Postage & Mailing		93.75	
623B0	0001944047	11/19/2009	000004	ITSD Voice Services		44.05	
623B2	0001944047	11/19/2009	000005	ITSD Network Services		22.96	
623B4	0001944047	11/19/2009	000006	ITSD Long Distance		0.68	
62404	0001936501	11/01/2009	000001	In-State State Motor Pool		92.31	
62404	0001936501	11/01/2009	000003	In-State State Motor Pool		86.51	
TOTAL	62404	In-State State Motor Pool				178.82	
69301	ACC1944283	11/19/2009	000014	Copier Lease		74.23	LYON FINANCIAL SERVICES INC
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS				1,845.61	

**Will, Carol**

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**From:** Meloy, Steve  
**Sent:** Monday, December 14, 2009 2:29 PM  
**To:** 'Kristie Jones'; Will, Carol; 'Patty Myers'  
**Subject:** RE: Reservations for the 2010 Board Meeting

Kristie:

Unfortunately we have been subjected to our second round of mid fiscal year budget cuts. Our budget will not enable my travel to the Board meeting in January. Hopefully, the budget scene will improve to allow my attendance to future meetings.

Steve

---

**From:** Kristie Jones [mailto:kristiej@nasbe.org]  
**Sent:** Monday, December 14, 2009 2:09 PM  
**To:** kristen.mckinley@ode.state.oh.us; Austin Moss; Greg Haws; Jane Goff; Joe Higgins; Jose Perez; Karen White; Ken Willard; Kim Burningham; Lowell Johnson; Mary Cooke; Rosetta Richard; Stan Archie; Meloy, Steve; Taylor, Allan; Terry Whittaker  
**Cc:** Doris Cruel  
**Subject:** Reservations for the 2010 Board Meeting

Good afternoon board members, we have made your reservations at the Marriott Crystal City hotel. We had reserved two nights January 21st and January 22nd. If you **DO NOT** plan to attend the meeting please let me know as soon as possible.

The board meeting is January 22nd and 23rd. Thanks for your responses. If you would like to have your confirmation number please e-mail me and I will send it to you.

Thanks  
Kristie

--

Kristie Jones  
Executive Assistant to Brenda Welburn  
NASBE  
2121 Crystal Drive  
Suite 350  
Arlington, VA 22202  
703-684-4000 ext.1102 (office)  
703-836-2313 (fax)  
[www.nasbe.org](http://www.nasbe.org)



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

December 14, 2009

Tammie Sue Shelton Smith  
5 Chicot Cove  
Maumelle, AR 72113

Dear Ms. Smith:

The Montana Board of Public Education received your request dated December 1, 2009 to cancel your appeal from the Office of Public Instruction on December 11, 2009. The denial case #2009-10 is closed.

Sincerely,

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

Carol Will  
BPE Administrative Assistant

Cc: Dennis Parman, Deputy Superintendent, OPI  
Ann Gilkey, Legal Counsel, OPI  
Elizabeth Keller, Licensure Specialist, OPI



# Education and Local Government Interim Committee

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

## 61st Montana Legislature

### SENATE MEMBERS

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

### HOUSE MEMBERS

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

### COMMITTEE STAFF

LEANNE HEISEL, Research Analyst  
JEREMY GERSOVITZ, Staff Attorney  
CLAUDIA (CJ) JOHNSON, Secretary

TO: Committee members  
FROM: Jeremy Gersovitz, Staff Attorney  
RE: Board of Public Education Administrative Rule Activity  
DATE: October 1, 2009

The Board of Public Education has filed the following rule notices with the Secretary of State's Office for publication in the Montana Administrative Register (MAR): *(Notices are available in their entirety online at: <http://www.sos.mt.gov/ARM/Register>).*

### I.

Montana Administrative Register (MAR) 2009 Issue No. 10 (May 28, 2009), MAR Notice No. 10-54-249, NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, AMENDMENT, AND REPEAL-- the board had filed this notice relative to the proposed adoption of 12 new rules, the amendment of 16 rules, and the repeal of 24 rules pertaining to math content standards and performance descriptors.

A hearing was held Monday, June 22, 2009. No comments were received during that hearing. The comment period ran until June 25, 2009. However, at its July 17, 2009, meeting, the Office of Public Instruction advised BOPE that language relating to Montana American Indians had been inadvertently omitted from the suggested amendments. Thus the recommendation was made to amend these rules to ensure the math standards include references to Montana American Indian culture. The BOPE then voted to extend the comment period for 30 days through August 31, 2009. Comments and testimony were received. Ultimately, the board amended and repealed the rules as proposed and certified this to the Secretary of State on September 14, 2009.

**TECHNICAL NOTE:** Section 20-7-101(2), MCA, requires the Board send notice to the committee. This subsection of the statute provides: " Prior to adoption or amendment of any accreditation standard, the Board shall submit each proposal to the education and local government interim committee for review. The interim committee shall request a fiscal analysis to be prepared by the legislative fiscal division. The legislative fiscal division shall provide its analysis to the interim committee and to the office of budget and program planning to be used in the preparation of the executive budget. "

The proposed rule was reviewed by committee staff and no technical problems were noted. However, the legislative fiscal division's mandatory analysis in accordance with section 20-7-1-1(2), MCA, of the proposed standards was not completed prior to the Board's amendment and



# Education and Local Government Interim Committee

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

## 61st Montana Legislature

### SENATE MEMBERS

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

### HOUSE MEMBERS

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

### COMMITTEE STAFF

LEANNE HEISEL, Research Analyst  
JEREMY GERSOVITZ, Staff Attorney  
CLAUDIA (CJ) JOHNSON, Secretary

repeal of the rules as proposed and certified to the Secretary of State on September 14, 2009. This action by the Board contravenes (2) of section 20-7-101, MCA. Legislative Fiscal Division analyst Kris Wilkinson will have more to report to you on this issue during the afternoon session. What is significant about the Board's taking action prior to the LFD's fiscal analysis being completed is that should the analysis result in a finding by the LFD of a substantial fiscal impact, then the Board is specifically prohibited from implementing the standard until July 1st following the next regular legislative session. Perhaps more importantly, the Board's taking action in advance of the LFD's analysis potentially handicaps the legislature's constitutional duty to provide "a basic system of free quality public elementary and secondary schools throughout the State of Montana that will guarantee equality of educational opportunity to all."

## II.

The BOPE published in the Montana Administrative Register (MAR), Notice No. 10-55-252, NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, relative to the proposed adoption of a new rule pertaining to the assignment of persons providing sign language interpreting for students who are deaf or hard of hearing. Comments and testimony were received. Ultimately, the board adopted the rule as proposed but with some changes to reflect witness input to allow certain scores on the Education Interpreter Performance Assessment Pre-Hire Assessment test to substitute for passing the written portion of the Educational Interpreter Performance Assessment test. This was certified to the Secretary of State on September 14, 2009.



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

**To:** Education and Local Government Interim Committee Members  
**From:** ~~Steve Meloy, Executive Secretary~~  
**Date:** 12/10/2009  
**Re:** Board of Public Education Administrative Rule Activity

On November 13, 2009, at a regularly scheduled meeting, the Board of Public Education directed me to draft a letter of response to the October 1, 2009 memo from Mr. Jeremy Gersovitz, Staff Attorney, for the Education and Local Government Interim Committee. Specifically, the Board expressed great concern regarding an assertion that Mr. Gersovitz made in the second paragraph of his memo. He stated, "This action by the Board contravenes (2) of section 20-7-101, MCA" which refers to the Board adopting a rule amending its own accreditation standards. Section 20-7-101(2), MCA, is language adopted by the 2005 Legislature to create a process by which fiscal impact can be recognized, considered and if needed acted upon by future legislatures. This section of law is devoid of implementation language respecting timelines, leaving a process to be defined by the Board and the legislature.

Adhering to 20-7-101 in the case referenced by your attorney, the Board met the full letter of the law which requires submittal of each proposal to the Education and Local Government Interim Committee for its review prior to adoption. In this case, the Board submitted the rules in question on May 28, 2009 and did not hear of any objections, let alone an analysis, until the day the Board considered action on a publically noticed rule on September 11, 2009. Had the Board been notified in advance of its publically noticed action, it simply could have adopted the rule and delayed implementation, if in fact a fiscal impact had been determined.

To assert that the Board violated the law and "handicapped" the legislature's constitutional duty, insults the intelligence of this good Board. In fact, the Board could have, and may still argue, that this whole process to which they in good faith agreed to, could have been challenged by the Board, in that the court has ruled that the Board of Public Education, pursuant to Article 10, Section 9(3), of the Montana Constitution is vested with constitutional rule making authority, which is self executing and independent of any power that is delegated to the Board by the legislature.

We remain committed to working with the legislature and their constitutional responsibility to provide a basis system of free quality public elementary and secondary schools in identifying areas of fiscal impact upon school districts which may result from actions of the Board.



# Board of Public Education

## BOARD MEMBERS

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Great Falls

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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

December 11, 2009

Danica Loucks  
Hamilton High School  
327 Fairgrounds Road  
Chester, MT 59840-3135

Dear Ms.Loucks,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the National Association of Secondary School Principals' National Honor Society Scholarship recipient for the State of Montana. The commitment you showed to your school, your academic life, and the Hamilton community is very much appreciated.

Thank you for your dedication to education and good luck on all your future scholastic endeavors!

Sincerely,

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

Patty Myers  
Chairwoman

Sent to  
Trevor Violett, Chester - Joplin - Inverness



## Board of Public Education

December 10, 2009

Mr. Jonathan Considine  
75 Pleasant Street  
Malden, MA 02148-4906

Dear Mr. Considine:

As president of the National Council of State Board of Education Executives (NCSBEE), I am pleased to inform you of an offer that the attendees at our recent meeting in Cincinnati would like to extend to you. Because of the value that state executives play in formulating and supporting the development of education policy on the local and national levels, and because we value our affiliation with the National Association of State Boards of Education, we would like to establish an informal "mentoring" program for new executives.

Among the organizational goals of NCSBEE are:

- To promote and facilitate the sharing of expertise among executives of state boards of education.
- To enable executives to study issues of mutual concern and disseminate information and findings generated by study.

As you think of the many issues that you will face in your new position, could you benefit from a peer who most likely has dealt with the same issue? What could you learn from a fellow executive which may enable you to be more effective in dealing with difficult issues or situations in your jurisdiction?

In this regard, if you have an interest I would try to line you up with an executive currently in our organization that comes from a state with a similar governance structure.

The proposed mentoring program advances the purpose of our organization, and we hope will benefit all new state executives. If you have an interest in this offer please contact me at [smeloy@mt.gov](mailto:smeloy@mt.gov).

Sincerely,

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

Steve Meloy, President  
NCSBEE

## Will, Carol

---

**From:** Gettel, Steve [sgettel@msdb.mt.gov]  
**Sent:** Wednesday, November 25, 2009 11:33 AM  
**To:** amclean89@hotmail.com; bernard003@centurytel.net; cal\_gilbert@gfps.k12.mt.us; Will, Carol; John.Edwards@edwardslawfirm.org; pmyersbpe@bresnan.net; sbwillow@3rivers.net; scarroll@midrivers.com; Meloy, Steve  
**Cc:** Kelly, Jim; Moog, Diane; Sykes, Bill  
**Subject:** FW: Announcement regarding Diane Moog

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

**Categories:** Red Category

Board members,

Diane came to me at the end of September expressing her concern about being able to function effectively in the position given her health condition. At that time she gave me a letter of intent to resign from the position of principal at the end of the 2009-10 school year. I asked her to give it some more thought hoping that her health would improve. Her health did not improve during October and since her announcement last Thursday she received a diagnosis of pulmonary hypertension which the doctor believes can be controlled with medication. I have accepted her letter of resignation from the principal's position effective the end of her contracted days in June 2010.

I talked with Patty a bit about this last Wednesday. I would like to have a conversation with the MSDB committee and Steve about the overall administrative structure for the school. We may want to reorganize if an opportunity exists to make the administrative team more effective and efficient. Assuming we decide to continue with the position of Principal I expect we will need to put together a recruitment plan over the next 6 weeks or so and be ready to begin a search in January.

I have talked with Diane and the department supervisors and as necessary will spend less time on big picture issues and my conference/council responsibilities and more time working with the education departments on campus to assist with day to day operations when Diane is unable to be here. To paraphrase Diane's words, "We're going to keep moving forward." And I'd add that we are going to be okay.

Have a very happy Thanksgiving.

Steve

---

**From:** Moog, Diane  
**Sent:** Friday, November 20, 2009 8:05 AM  
**To:** Outreach; Slonaker, Dennis  
**Cc:** Gettel, Steve  
**Subject:** announcement

Good morning folks,

I wanted to keep you all in the loop in regard to what is happening. At a staff meeting yesterday, I announced that at the end of the school year, I will step down as principal. This was not an easy decision to make, but it was necessary to be honest with myself. I am battling some health problems and am in the midst of managing three aging parents and their varying needs. Managing three households and my health have guided me into the realization that I am not a wonder woman and can't do it all. I will remain a member of the MSDB family, but in what capacity has yet to be determined. We will transition to a new educational leader that will guide us in our path to fulfilling our new strategic plan. I will support this person as I would expect all staff to do and will assist with the transition to our new leader. This is an exciting time for all of us and I am confident we will continue to improve and provide the best educational services for all of Montana's sensory impaired students. If you have any questions, please feel free to ask.

Thank you,  
Diane



## Board of Public Education

### BOARD MEMBERS

#### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 23, 2009

Angela McLean – Vice Chair  
Anaconda

Marina Dimitrov  
Bozeman High School  
205 N. 11<sup>th</sup> Avenue  
Bozeman, MT 59715

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

#### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

Dear Ms. Dimitrov:

On behalf of the Board of Public Education, I would like to congratulate you for your achievement of being America's Top Young Scientist. This award exemplifies your understanding of science and technology education and your ability to communicate your scientific knowledge.

It was an honor and a pleasure to have you take time out of your busy speaking engagements to visit with us. Having the opportunity to hear of your success helps solidify the work of the Board of Public Education and promotes us to ensure Montana's public education system will continue to support you in your educational goals.

Thank you for your dedication to education and your representation of hope in the future. As scientists continue to work to foster innovation and new discoveries, we look forward to your leadership.

Sincerely,

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

Patty Myers  
Chair



## Board of Public Education

### BOARD MEMBERS

#### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 19, 2009

Angela McLean – Vice Chair  
Anaconda

Elda Nichols  
Shelby School District  
1010 Oilfield Avenue  
Shelby, MT 59474

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Dear Ms. Nichols:

Sharon Carroll  
Ekalaka

On behalf of the Board of Public Education, I would like to congratulate you for receiving the MTSBA's Marvin Heintz Award. The criteria to obtain this high level of trustee certification includes the length of time on the local board, attendance at training conferences, attendance at state and national meetings, and service to the state and national associations. The work that you have done on behalf of the Shelby School District is exceptional. The efforts you have made to ensure Montana and America has a new generation of informed and active citizens are greatly appreciated.

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

#### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

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

Denise Juneau,  
Superintendent of  
Public Instruction

Sincerely,

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

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

Patty Myers  
Chair

Sent to:  
La Nette Simonton - Glendive  
Becky Smith - Cascade  
Dixie Stark - Darby  
Lance Voegelé - Belgrade  
Tara Cutler - Lewistown  
Penny Denning - Glendive  
Laurie Ferda - Highwood  
Lynn Ferkovich - Colstrip  
Susan Hamilton - Townsend  
Joe Larsen - Shelby  
Michael Lipp - Rudyard  
Barbara Mercer - Shelby



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 19, 2009

Angela McLean – Vice Chair  
Anaconda

Joanne Schrupp, Chair  
Colstrip School District  
PO Box 159  
Colstrip, MT 59323

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Dear Ms. Schrupp:

Sharon Carroll  
Ekalaka

On behalf of the Board of Public Education, I would like to congratulate Colstrip School District for being honored with the MTSBA's Golden Gavel District Award. Serving on a school board is one of the most difficult and rewarding jobs in the Nation. Volunteers are working on behalf of the public, ensuring the children of our communities receive a free, quality, public education. The efforts you have made to ensure Montana and America has a new generation of informed and active citizens are greatly appreciated.

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

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

Denise Juneau,  
Superintendent of  
Public Instruction

Sincerely,

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

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

Patty Myers  
Chair

Sent to:  
Susanne Vinton, Lockwood  
Mark Knudsen, Malta  
Mike Lipp, Ruyard  
Shelly Dunlap, St. Regis



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 19, 2009

Angela McLean – Vice Chair  
Anaconda

Gwyn Andersen  
Browning School District  
PO Box 610  
Browning, MT 59417

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Dear Ms. Andersen:

Sharon Carroll  
Ekalaka

On behalf of the Board of Public Education, I would like to congratulate you for receiving the Outstanding Business Official Award. This award exemplifies professionalism, leadership and innovation in the field of school business management. The efforts you have made to ensure Montana and America has a new generation of informed and active citizens are greatly appreciated.

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

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

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Sincerely,

Denise Juneau,  
Superintendent of  
Public Instruction

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

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Patty Myers  
Chair



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 19, 2009

Angela McLean – Vice Chair  
Anaconda

Frenchtown Public School District #40  
Dianne Burke, Chair

Storrs Bishop  
Ennis

PO Box 117  
Frenchtown, MT 59834

Cal Gilbert  
Great Falls

Dear Ms. Burke:

Sharon Carroll  
Ekalaka

On behalf of the Board of Public Education, I would like to congratulate you and the Frenchtown Public School Board for receiving the Montana Association of School Superintendent Honor School Board of the Year Award. The efforts you have made to ensure Montana and America has a new generation of informed and active citizens are greatly appreciated.

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

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

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Sincerely,

Denise Juneau,  
Superintendent of  
Public Instruction

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

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Patty Myers  
Chair

Sent to:  
Chester-Joplin-Inverness  
School District # 48



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

November 19, 2009

Angela McLean – Vice Chair  
Anaconda

Steve Fanning  
Havre Middle School  
1441 11<sup>th</sup> Street West  
Havre, MT 59501

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Dear Mr. Fanning:

Sharon Carroll  
Ekalaka

On behalf of the Board of Public Education, I would like to congratulate you for your work at Havre Middle School that enabled you to earn the Dr. Jay Erdie Memorial Mentor Scholarship. The efforts you have made to mentor Montana's students and your peers are greatly appreciated.

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

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

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Sincerely,

Denise Juneau,  
Superintendent of  
Public Instruction

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

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Patty Myers  
Chair

**Will, Carol**

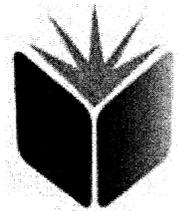
---

**From:** Meloy, Steve  
**Sent:** Wednesday, November 18, 2009 11:01 AM  
**To:** Will, Carol  
**Subject:** FW: American Youth Policy Forum Report

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**From:** Broaddus, Mandy  
**Sent:** Wednesday, November 18, 2009 9:50 AM  
**To:** Meloy, Steve  
**Subject:** RE: American Youth Policy Forum Report

Steve – thanks a bunch. I am off to a conference but will definitely check out this info when I return.  
All best,  
Mandy



**opi.mt.gov**

**Mandy Smoker Broaddus**  
Director of Indian Education  
(406) 444-3013  
mbroaddus@mt.gov  
<http://www.opi.mt.gov/IndianEd2/Index.html>

Montana Office of Public Instruction  
Denise Juneau, Superintendent

---

**From:** Meloy, Steve  
**Sent:** Wednesday, November 18, 2009 9:32 AM  
**To:** Broaddus, Mandy  
**Subject:** FW: American Youth Policy Forum Report

Mandy,

This was sent to me from a fellow executive from the District of Columbia. Thought you might be interested in this federal program/resource.

Steve

---

**From:** Wheeler, Beverley (OSSE) [mailto:Beverley.Wheeler@dc.gov]  
**Sent:** Tuesday, November 17, 2009 3:59 PM  
**To:** Meloy, Steve  
**Subject:** American Youth Policy Forum Report

Hi Steve

Thought this might be interesting. I was not sure if you see their stuff. I go to many of their forums.

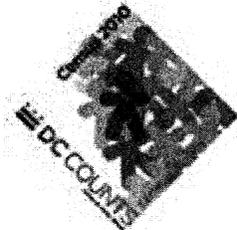
**New Publication: Strengthening Indian Country Through Tribal Youth Programs** This report examines how Tribal Youth Programs (TYP), supported by the office of Juvenile Justice and Delinquency Prevention (OJJDP) at the U.S. Department of Justice, are succeeding in improving the lives of youth and strengthening families through detailed case-studies of five tribal communities. TYP provides funds to Native American tribes

to support and enhance tribal efforts to prevent and control delinquency and improve the juvenile justice system for American Indian and Alaska Native youth ages 10-17. AYPF and OJJDP conducted site visits with five TYPs in 2007 and 2008 in order to examine how TYPs are succeeding in improving the lives of youth and strengthening families. The TYPs featured in this report empower youth to lead the community in activities that build a sense of attachment to heritage, promote belonging, support personal development, and provide exposure to career-related skills (October 2009).

<http://www.aypf.org/forumbriefs/2009/fb102309.htm>

*Beverley*

Beverley R. Wheeler, Ed.D.  
Executive Director  
District of Columbia State Board of Education  
Government of the District of Columbia  
441 Fourth St., N.W. Suite 723N  
Washington, D.C. 20001  
202.741.0884 (O)  
202.741.0879 (F)  
[Beverley.Wheeler@dc.gov](mailto:Beverley.Wheeler@dc.gov)  
[www.sboe.dc.gov](http://www.sboe.dc.gov)



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# Board of Public Education

## BOARD MEMBERS

November 18, 2009

## APPOINTED MEMBERS:

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Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
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Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

## EXECUTIVE SECRETARY:

Steve Meloy

Eric Feaver, Chair  
Montana Professional Teaching Foundation  
1232 E. 6<sup>th</sup> Avenue  
Helena, MT 59601

Superintendent Denise Juneau  
Office of Public Instruction  
1227 11<sup>th</sup> Avenue  
Helena, MT 59620

Governor Brian D. Schweitzer  
Office of the Governor  
Montana State Capitol Bldg.  
P.O. Box 200801  
Helena MT 59620-0801

Dear Governor Schweitzer, Superintendent Juneau, and Chairman Feaver,

I am writing to offer my commitment to and support of the innovative grant application you have proposed that will allow Montana to compete for federal Race to the Top funding.

Montana has a proud history of excellent public education. From implementing full-time kindergarten, embracing "Reading First", pioneering Indian Education for All, enhancing our system of school funding, and promoting the Governor and First Lady's Math and Science Initiative, we have identified what works and employed it to the benefit of Montana's kids. Through your joint efforts, I know we will continue this proud tradition of reform and investment.

Now, thanks to the Obama Administration, Montana has a new opportunity to once again design and implement effective improvement and quality enhancements for our schools. The Race to the Top grant is an unprecedented commitment to assisting states in making such improvement possible. As our state's leaders of education, we must pursue this grant opportunity.

However, given the significant demands on all of our offices, we all recognize that we simply do not have the capacity to prepare the application for these funds. This is why your joint proposal to the New Venture Fund and the Bill and Melinda Gates Foundation is such an important step in allowing Montana to compete for Race to the Top funds. The commitment of your three offices ensures the participation of Montana educators and community leaders in developing an application that will build from our historic strengths while meeting the unique needs of our rural state.

Thank you for your efforts to develop the application to the New Venture Fund. I look forward to our continued collaboration.

Sincerely,

A handwritten signature in black ink that reads "Patty Myers". The signature is written in a cursive, flowing style.

Patty Myers  
Chairperson, Montana Board of Public Education



## Board of Public Education

### BOARD MEMBERS

#### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

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Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

#### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

November 19, 2009

Tim Seery  
2716 Evergreen Dr.  
Great Falls, MT 59404

Dear Tim,

On behalf of the Montana Board of Public Education I would like to congratulate you for your outstanding efforts at the Electric City Speech and Debate Tournament in Great Falls, Montana. It is quite an achievement to take first place in both extemporaneous and impromptu speaking.

You represent yourself, the Board, and your fellow classmates with an array of outstanding qualities. Thank you for your dedication to education. The Board of Public Education is honored to have you as its student representative.

Sincerely,

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

Patty Myers  
Chair

## Speech: Students from around the state gather to compete

### FROM 7A

Logan Warberg, Glacier. 3. Dean Stimpson, Flathead. 4. Barrie Sugarman, Flathead. 5. Connor Tice, Flathead. 6. Montana Ziglar, Glacier. 7. Andora Tutvedt, Glacier.

8. Spencer Sheehan, Billings Senior.

### Extemporaneous Speaking

1. Tim Seery, CMR; 2. Maxine Sugarman, Flathead, 3. Claire McGuire, Helena Capital, 4. Severn Crabtree, Flathead, 5. Chris Selph, Skyview, 6. Josh McCaffrey, Butte, 7. Quinn Maroney, Glacier., 8. Jon Alan Osborne, Flathead.

### Impromptu

1. Tim Seery, CMR, 2. Maxine Sugarman, Flathead, 3. Chelsea Carlson, Helena Capital, 4. Severn Crabtree, Flathead, 5. Claire McGuire, Helena Capital 6. Elena Musz, Flathead, 7. Jeremy Wilkes, Bozeman, 8. Molly Benedetto, Glacier **Duo Interpretation**

1. Alex Geizler and Nick Hart, Big Sky, 2. Mona Schwartz and Gabe Torman, Bozeman, 3. Alex Bush and Colin McRae, West, 4. Addy White and Jemma Douglas, Bozeman, 5.

Kyle Decker and Peter Hoag, Flathead, 6. Jim Thomas and Kyle White, Sentinel, 7. Cory Markellis and Clayton McDougall, Glacier, 8.

Chase Anderson and Katy Kemmick, Senior.

### Humorous Interpretation

1. Kyle Decker , Flathead, 2. Gabe Torman, Bozeman, 3. Lewis Rawlinson, Skyview, 4. Dac Cederberg, Sentinel, 5. Ian Campbell, Bozeman, 6. Meredith Smith, Bozeman, 7. Jarrette Baker, Flathead, 8. Quincy Rohach, Butte.

### Serious Interpretation

1. Brianna Boozel, Flathead, 2.

Elyse Voegeli, Bozeman, 3.

Amanda Frasier, Glacier, 4. Nicole Telen, Bozeman, 5. Natalie Griffin, Flathead, 6. Siara Lindholm, Bozeman, 7. Cory Markellis, Glacier, 8. Dae Jong Kang, Skyview **Memorized Public Address**

1. Accacia Gardner, Flathead, 2. Dawson Lynch, Flathead, 3.

Tierney Strandberg, Flathead, 4.

Katie Wycoff, Bozeman, 5. Megan Larsen, Flathead, 6. Caroline Houser, Glacier, 7. Kadeesh Griep, Glacier, 8. PJ Downey, Bozeman.

### Original Oratory

1. Abby Connolly, Glacier, 2. Will Wilde, Butte, 3. Tierney Strandberg, Flathead, 4. Karissa Gordon, Big Sky, 5. Camille Garnsey, Bozeman, 6. Alex Schwier, Bozeman, 7. Anna Kietzman, West, 8. Danielle Bowen, Flathead **Expository Speaking**

1. Tess Barker, Flathead, 2. Beau Ossorio, Bozeman, 3. Megan McCauley, Flathead, 4. Kayla Nelson, Glacier, 5. Sonya Brosten, Glacier, 6. Danyelle Moore, Glacier, 7. Oona Taper, Bozeman, 8. Danielle Bowen, Flathead.

## Speech: Students from around the state gather to compete

### FROM 7A

Logan Warberg, Glacier. 3. Dean Stimpson, Flathead. 4. Barrie Sugarman, Flathead. 5. Connor Tice, Flathead. 6. Montana Ziglar, Glacier. 7. Andora Tutvedt, Glacier.

8. Spencer Sheehan, Billings Senior.

### Extemporaneous Speaking

1. Tim Seery, CMR; 2. Maxine Sugarman, Flathead, 3. Claire McGuire, Helena Capital, 4. Severn Crabtree, Flathead, 5. Chris Selph, Skyview, 6. Josh McCaffrey, Butte, 7. Quinn Maroney, Glacier., 8. Jon Alan Osborne, Flathead.

### Impromptu

1. Tim Seery, CMR, 2. Maxine Sugarman, Flathead, 3. Chelsea Carlson, Helena Capital, 4. Severn Crabtree, Flathead, 5. Claire McGuire, Helena Capital 6. Elena Musz, Flathead, 7. Jeremy Wilkes, Bozeman, 8. Molly Benedetto, Glacier **Duo Interpretation**

1. Alex Geizler and Nick Hart, Big Sky, 2. Mona Schwartz and Gabe Torman, Bozeman, 3. Alex Bush and Colin McRae, West, 4. Addy White and Jemma Douglas, Bozeman, 5.

Kyle Decker and Peter Hoag, Flathead, 6. Jim Thomas and Kyle White, Sentinel, 7. Cory Markellis and Clayton McDougall, Glacier, 8.

Chase Anderson and Katy Kemmick, Senior.

### Humorous Interpretation

1. Kyle Decker, Flathead, 2. Gabe Torman, Bozeman, 3. Lewis Rawlinson, Skyview, 4. Dac Cederberg, Sentinel, 5. Ian Campbell, Bozeman, 6. Meredith Smith, Bozeman, 7. Jarrette Baker, Flathead, 8. Quincy Rohach, Butte.

### Serious Interpretation

1. Brianna Boozel, Flathead, 2.

Elyse Voegeli, Bozeman, 3.

Amanda Frasier, Glacier, 4. Nicole Telen, Bozeman, 5. Natalie Griffin, Flathead, 6. Siara Lindholm, Bozeman, 7. Cory Markellis, Glacier, 8. Dae Jong Kang, Skyview **Memorized Public Address**

1. Accacia Gardner, Flathead, 2. Dawson Lynch, Flathead, 3.

Tierney Strandberg, Flathead, 4.

Katie Wycoff, Bozeman, 5. Megan Larsen, Flathead, 6. Caroline Houser, Glacier, 7. Kadeesh Griep, Glacier, 8. PJ Downey, Bozeman.

### Original Oratory

1. Abby Connolly, Glacier, 2. Will Wilde, Butte, 3. Tierney Strandberg, Flathead, 4. Karissa Gordon, Big Sky, 5. Camille Garnsey, Bozeman, 6. Alex Schwier, Bozeman, 7. Anna Kietzman, West, 8. Danielle Bowen, Flathead **Expository Speaking**

1. Tess Barker, Flathead, 2. Beau Ossorio, Bozeman, 3. Megan McCauley, Flathead, 4. Kayla Nelson, Glacier, 5. Sonya Brosten, Glacier, 6. Danyelle Moore, Glacier, 7. Oona Taper, Bozeman, 8. Danielle Bowen, Flathead.



# Board of Public Education

## BOARD MEMBERS

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Anaconda

Storrs Bishop  
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Cal Gilbert  
Great Falls

Sharon Carroll  
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Bernie Olson  
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John Edwards  
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Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

November 19, 2009

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

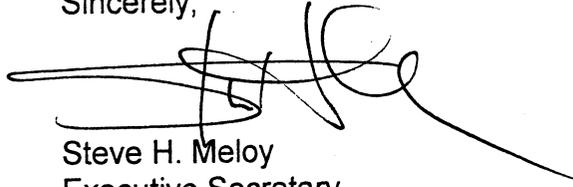
Dear Mr. Barrs:

Please find attached the notice of public hearing on proposed adoption of New Rules I through New Rule XVI, the amendment of ARM 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640, through 10.54.3643, and the repeal of ARM 10.54.3010 through 10.54.3013, 10.54.3020 through 10.54.3023, 10.54.3030 through 10.54.3033, 10.54.3040 through 10.54.3043, 10.54.3050 through 10.54.3053, 10.54.3087 through 10.54.3098, 10.54.3210 through 10.54.3213, 10.54.3220 through 10.54.3223, 10.54.3230, through 10.54.3233, 10.54.3240 through 10.54.3243, 10.54.3250, through 10.54.3253, 10.54.3287 through 10.54.3298, 10.54.3410 through 10.54.3413, 10.54.3420 through 10.54.3423, 10.54.3430 through 10.54.3433, 10.54.3440 through 10.54.3443, 10.54.3450 through 10.54.3453, 10.54.3460 through 10.54.3463, 10.54.3487 through 10.54.3498, 10.54.3687 through 10.54.3698, 10.54.3810 through 10.54.3813, 10.54.3820 through 10.54.3823, 10.54.3830 through 10.54.3833, 10.54.3840 through 10.54.3843, 10.54.3887 through 10.54.3898, pertaining to communication arts content standards and performance descriptors. The Board is sending you this document to satisfy its requirement under MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

The Board of Public Education intends to take action on these rules at its January 7-8, 2010 meeting.

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 be "Steve H. Meloy", written over a horizontal line. The signature is stylized with loops and a long tail.

Steve H. Meloy  
Executive Secretary

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



# Board of Public Education

## BOARD MEMBERS

November 17, 2009

## APPOINTED MEMBERS:

- Patty Myers – Chair  
Great Falls
- Angela McLean – Vice Chair  
Anaconda
- Storrs Bishop  
Ennis
- Cal Gilbert  
Great Falls
- Sharon Carroll  
Ekalaka
- Bernie Olson  
Lakeside
- John Edwards  
Billings
- Tim Seery, Student Rep.  
Great Falls

Kris Wilkinson  
Legislative Fiscal Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Ms. Wilkinson:

A handwritten signature in black ink, appearing to read "Kris Wilkinson", written over the salutation.

According to the process for Fiscal Analysis of Proposed Accreditation Standards that was presented to the Board of Public Education at its November 12-13, 2009 meeting, this letter is to notify you that the Board has scheduled a public hearing on December 17, 2009 at 9:00 a.m. in the conference room of the Office of Public Instruction building, at 1201 11<sup>th</sup> Avenue, Helena, Montana, to consider the proposed adoption, amendment, and repeal of ARM 10.54.3010 through 10.54.3898 Communication Arts Content Standards and Performance Descriptors.

## EX OFFICIO MEMBERS:

- Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education
- Denise Juneau,  
Superintendent of  
Public Instruction
- Brian Schweitzer, Governor

Enclosed you will find the communication arts timeline, cost analysis from the Office of Public Instruction, and the notice of public hearing on the proposed adoption, amendment, and repeal.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve H. Meloy", written over the word "Sincerely,".

Steve H. Meloy  
Executive Secretary

## EXECUTIVE SECRETARY:

Steve Meloy

Enclosures

Cc: Jim Standaert, Legislative Fiscal Division  
Casey Barrs, Legislative Services Division  
Storrs Bishop, Accreditation Chair, BPE



## Board of Public Education

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Superintendent of  
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Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

November 16, 2009

BY CERTIFIED MAIL  
RETURN RECEIPT REQUESTED

RE: DENIAL CASE NO. 2009-04 BPE

J. Keeley Wrzesinski  
PO Box 6932  
Harlowton, MT 59036

Dear Mr. Wrzesinski:

On November 13, 2009 the Board of Public Education voted to uphold the Superintendent of Public Instruction's decision to deny your license to teach in Montana. The action was based upon the original reasons stated in the letter you received from Deputy Superintendent Dennis Parman, dated July 16, 2009.

It is the Board's conclusion that according to the Administrative Rules of Montana 10.57.411(2), to obtain a Class 1 professional teacher's license, you did not submit verification of (b) "a master's degree in professional education or an endorsable teaching area(s) from an accredited college or university." In compliance with ARM 10.57.604, the November 13, 2009 Board of Public Education minutes moved to uphold the Montana State Superintendent of Public Instruction's action to deny a Montana teaching license in the BPE Denial Case #2009-04. Motion passed unanimously. According to MCA 20-4-110(7) the decision of the Board is final.

Sincerely,

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

Steve H. Meloy  
Executive Secretary

Cc: Dennis Parman, Deputy Superintendent, OPI  
Ann Gilkey, Attorney, OPI  
Angela McLean, Licensure Committee Chair, BPE  
Elizabeth Keller, Licensure Specialist, OPI



# Board of Public Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

November 5, 2009

Jeff Bermes  
Roberts K-12 Schools  
Box 78  
Roberts, MT 59070

Dear Mr. Bermes,

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

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

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

November 5, 2009

Larry Crowder  
Culbertson Public Schools  
Box 459  
Culbertson, MT 59218

Dear Mr. Crowder,

On behalf of the Board of Public Education, I would like to congratulate you on being awarded the 2009 G.V. Erickson Award by the School Administrators of Montana. Your continued commitment to your school and the Culbertson community is very much appreciated.

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

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

## BOARD MEMBERS

November 5, 2009

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Darlene Schottle  
Kalispell Public Schools  
First Ave East  
Kalispell, MT 59901

Dear Dr. Schottle,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2010 Superintendent of the Year for Montana by the Montana Association of School Superintendents. Your continued commitment to your school and the Kalispell community is very much appreciated.

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

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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Great Falls

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Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

November 5, 2009

Gigi Moy  
680 Blue Grouse Rd  
Helena, MT 59602-9465

Dear Ms. Moy,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Dave Oberly Award for your longevity in the field by the Montana Association for Health, Physical Education Recreation and Dance. The commitment you showed to your school and the Helena community during your tenure as a educator and coach is very much appreciated.

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

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

November 5, 2009

Lisa Waterman  
C.R. Anderson Middle School  
1200 Knight St.  
Helena, MT 59601

Dear Ms. Waterman,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Physical Education Teacher of the Year by the Montana Association for Health, Physical Education Recreation and Dance. Your continued commitment to your school and the Helena community is very much appreciated.

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

Sincerely,

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

Patty Myers  
Chairwoman

# November 2009

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

# December 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		<p>2 MASSP, Chapter 55 -</p> <p>3 K-12 Shared Policy Workgroup Mtg -</p>	<p>4 Race To the Top Meeting w/Dan Villa - Steve</p>	<p>5 Counselor Initiative Conference Call Pete/Steve</p> <p>6 Legislative Finance Division - Steve</p>	<p>7 Para Professional Consortium - Pete</p>	<p>8 MEA-MFT Committee Weekend - Angela</p>
6	<p>7 Montana Virtual Academy Governing Board Pete</p> <p>8 School Staffing Module - Pete</p>	<p>9 Met-Net Meeting w/COD Title II Reporting - Pete</p>	<p>10 Counseling Group Conference Call - Pete/Steve</p>	<p>11 ELG Subcommittee - Steve</p>	<p>12 Education and Local Government Interim Committee - Steve</p>	
13	<p>14 Ed Forum - Pete/Steve</p>	<p>15</p>	<p>16 School Staffing Module - Pete</p> <p>17 MSDB Committee Mtg Conference Call -</p>	<p>18 Planning NCATE State Review MSU-Billings</p> <p>19 Communication Arts Hearing - Pete/Steve</p>		
20	<p>21 Finance/Executive Committee Conference Call - Patty, Angela, Storrs,</p> <p>22 School Staffing Module - Pete</p>	<p>23</p>	<p>24</p>	<p>25</p>		<p>26</p>
27	<p>28</p>	<p>29</p>	<p>30</p>	<p>31</p>	<p>Notes:</p> <p>December 17, 2009 - MSDB Christmas Program - Patty</p>	

# January 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
3	4	5	6	7	8	9
			NWMASS Meeting - Bernie			
				Board of Public Education Meeting - Helena		
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
			K-College Workgroup -		Assessment Conference - Helena - Sharon	
31	Notes:					



## **Executive Secretary's Report**

Thursday, January 7, 2010

By: Steve Meloy/Executive Secretary

The Montana Virtual Academy has appointed an executive director and is currently advertising for a curriculum director. Hopefully course offerings will be available this coming March with the official start of online classes in September of 2010. It is our expectation that this project will address a myriad of questions regarding on-line learning as it relates to our standards. Pete and I, along with Doug Reisig will host a meeting with the Montana High Schools Association to begin looking at issues of impact that the on-line learning initiatives will have on high school athletics. The work surrounding the development of a uniform Common Core Standards in both math and language arts continue to raise more questions than there are answers. NASBE will sponsor 4 members from Montana to attend a regional symposium on the Common Core Standards to be held in Las Vegas in early February of 2010. This work has been handed down to states by ACHIEVE, College Board, and ACT through the US Department of Education. The idea is for Montana and 46 other states to adopt the Common Core Standards which are designed to increase rigor and create international benchmarks. It was originally proposed that each state must adopt 85% of the Common Core in order to be successful in a Race to the Top stimulus grant to the states. Our Chair, Patty Myers, attended a national meeting for states in Chicago on Thursday, October 22<sup>nd</sup>. The AARA federal stimulus money to states is aligned with Common Core in that applicants are required to adopt at least 85% of the Common Core, however that requirement may be set aside. I have met with the Interim Committee on Education and Local Government on the implementation of HJR 4 and HJR 6 which calls for shared goals among the OPI, the BPE and the Interim Committee. I also have met with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts and have discussed both of these projects at length with the Interim Committee. I drafted and delivered a letter of concern that the Board has over an assertion made by an attorney for the ELG regarding the Board's adherence to existing law.

We continue to work on the implementation of the new Class 8 license. A CSPAC review committee met to review applications and approve thirty-nine applicants at a meeting held on the July 22, 2009. CSPAC will review at least five more applications at its January 2010 meeting. To date, OPI has issued 40 Class 8 licenses. The Board of Public Education adopted an amendment to the Class 8 rule in November that allows for greater flexibility for the Superintendent of Public Instruction to award Class 8 licensure to individuals who have rich academic preparation in areas that we do not currently offer as endorsements on standard Montana teacher licenses. We continue our strategic planning work formulated in July and continue to work on measurements for the coming year. I have made sure that our strategic planning goals with the Education and Local Government match up nicely with our strategic plan as well as the policy goals of the Superintendent.

The Learning First Alliance continues to explore the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. The alliance adopted bylaws at its meeting in October and is looking for members to pay \$200.00 in dues. We have not signed on as an official member. We continue to be engaged in work to address the teacher shortage at MSDB. CSPAC will be involved with this issue and is considering an area of specialized competency for teaching of sensory impaired children. The Board continues to work in concert with the OPI and partners to continue the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57, which resulted in the adoption of the new category of K-12 licensure. Amendments, mostly minor, were acted upon by the Board at our November 2009 meeting which resulted in the licensing of at least 13 more applicants.

Work continues with legislative oversight committees. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator Wanzenreid and copied the whole committee on a position in this regard. The Board has been released from three of its original goals as we have completed them. Also, I convinced the committee to broaden the 4<sup>th</sup> goal so that we will “work toward” districts being 100% in compliance rather than “ensure”. The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the “leaky pipeline” and post-secondary readiness work of the Kindergarten to College Workgroup.

Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed assessments which will be coordinated with the Common Core Standards if that becomes a reality for the state. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. Specifically, we will look at issues of the individual’s right to process vs. the public’s right to know in the realm of open meetings. The case, which has been appealed to the First Judicial District for judicial review, has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years. We are experiencing larger than anticipated legal costs in this fiscal year. I have met with our Executive Committee and Storrs Bishop regarding potential budget shortfalls this biennium as a result of the cuts made at the end of the 2009 Legislative Session.

We still intend to convene a second statewide meeting regarding information surrounding “threshold” behaviors of educators which may constitute a breach of safety for public school students. The next meeting was planned following the completion of Chapter 57. Hopefully we will convene the meeting in early 2010. The Board is currently faced with a 2% cut to its budget for the coming biennium which will amount to about \$10,000. We worked very hard to be exempted out as we are a small agency, but we were not successful. In addition, the Governor has asked agencies to reduce out-of-state travel by 35%.

Board work continues to include but is not limited to: review with possible amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; Common Core Standards; Race to the Top; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE’s five-year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; future assessments associated with common core requirements; total review and final implementation of Chapter 57 prior to the 2009 license cycle; Kindergarten to College Workgroup; dual enrollment/credit work; 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; 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

- Development of strategic planning goals and the accountable measures with the Education and Local Government
- Coordination of efforts and monitoring of the Montana Virtual Academy work
- Met with the LFD and the OPI regarding protocol for fiscal reporting
- Attended Board of Regents meeting in Bozeman
- Attended bi-weekly meetings of the 2009 mini-education forum
- Attended meeting(s) of the Learning First Alliance
- Participated in Counselor Leadership conference call
- Met with Dan Villa of the Governor's Office on the Common Core and RTTT
- Introduced counselors to the Interim Committee
- Met with MSDB Committee on governance issue
- Met with the OPI and the BPE staff on prototype for online agenda requests
- Conducted the Communication Arts hearing
- Met with BPE Executive Committee regarding BPE budget concerns in light of budget cuts
- Monitored work of the Montana Virtual Academy
- Attended and testified at Interim Education Committee
- Attended School Counselor Initiative meeting
- Attended Healthy Schools Network meeting
- Began a mentorship program for new National Board Executives

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

**Meetings Attended by Peter Donovan**  
**11/16/09 to 01/06/10**

1. Education Forum	11/16/09
2. School Staffing Project	11/16/09
3. Montana Math and Science Initiative	11/16/09
4. Council of Deans of Education	11/23/09
5. Learning First Alliance	11/24/09
6. Education Forum	11/30/09
7. School Staffing Project	11/30/09
8. School Counseling Conference Call	12/03/09
9. Paraprofessional Consortium	12/04/09
10. Montana Virtual Academy Governing Board	12/07/09
11. School Staffing Project	12/07/09
12. Council of Deans of Education	12/08/09
13. School Counseling Conference Call	12/09/09
14. Teacher Preparation Meeting (OPI)	12/09/09
15. Doug Reisig, CSPAC priorities for 2010	12/11/09
16. Education Forum	12/14/09
17. Online BPE/CSPAC Agenda Request Forms	12/15/09
18. School Staffing Project	12/21/09
19. Educator Preparation Planning Meeting	12/21/09
20. School Staffing Project	12/28/09

**Date of Upcoming CSPAC Meeting** **01/14/10**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

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

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

**OVERVIEW:** Report on January 6, 2010, MACIE meeting. Topics include election of MACIE executive board, OPI Indian Education for All Progressive Grant awards, Montana Wyoming Tribal Leaders Council K-12 activities update, and OPI updates including the Youth Risk Behavior Survey, Assessment, Communication Arts curriculum standards and Common Core Standards Initiative.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Information

# **EXECUTIVE SUMMARY**

## **JANUARY 2010**

**PRESENTATION:** CAREER TECHNICAL & ADULT EDUCATION (CTAE)

**PRESENTER:** T. J. EYER, DIVISION ADMINISTRATOR  
CAREER TECHNICAL & ADULT EDUCATION

**OVERVIEW:** THIS PRESENTATION IS A HIGHLIGHT OF THE SCOPE AND RESPONSIBILITIES OF THE CAREER TECHNICAL & ADULT EDUCATION DIVISION.

**REQUESTED DECISION (S):** INFORMATION ONLY

**OUTLYING ISSUE(S):** NONE

**RECOMMENDATION(S):** N/A

# DIVISION OF CAREER, TECHNICAL AND ADULT EDUCATION

**CAREER, TECHNICAL, ADULT EDUCATION &  
SECONDARY SCHOOL REDESIGN**  
T. J. EYER, DIVISION ADMINSTRATOR  
444-7915

**Business, Management & Information  
Systems**  
Specialist: TBA

**Agriculture, Food, and Natural  
Resources Systems**  
Specialist: Brad King 444-4451

**Health Sciences**  
Specialist: Renee Harris 444-2059

**Human Services**  
Specialist: Megan Anderson 444-3599

**Industrial, Manufacturing, &  
Engineering Systems**  
Specialist: Don Michalsky 444-4452

**Accountability**  
Specialist: Diana Fiedler 444-9019

**ADULT EDUCATION  
UNIT MANAGER**  
Margaret Bowles 444-4443

**Adult Basic Literacy Education**  
State Director: Margaret Bowles  
444-4443

**ABE Administrative Support**  
Specialist: Carol Flynn 444-1691

**General Education Development  
(GED)**  
Program Director: Debbie Casey  
444-4438

**Veteran's Education**  
State Administrator: Tom Cummins  
OJT/APP Program Director:  
Tom Cummins 444-4122  
IHL/NCD Program Director:

**Administrative Specialist**  
Mary Ann Gregory  
444-9076

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL EDUCATION – AGRICULTURE EDUCATION

**PURPOSE:** To serve secondary agriculture education programs, teachers and students as a resource, guidance and information. Agriculture is the basis of Montana's economy and way of life and is very strong in Montana Schools.

**SOURCE OF FUNDS:** CARL D. PERKINS FEDERAL GRANT MONIES AND STATE CAREER AND TECHNICAL EDUCATION FUNDS.

**OPI SUBGRANTEES:** Agriculture Education Programs

**OPI FUNDING TYPE:** State Vocational/Technical Education Funding

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Formula Based Distribution of \$4,465,659.00

**OPI CONTACT PERSONS:** BRAD O, KING, 444.4451

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL - Business and Marketing Education,  
Business, Management & Information Systems Career field

**PURPOSE:** The Montana business and marketing programs are designed to prepare students for a seamless transition either to some post-secondary level education or for entry-level employment in business, technology, and marketing occupations. Career Technical Student Organizations (CTSOs) are an integral part of what makes a successful business and marketing program. Montana recognizes both Business Professionals of America (BPA) and DECA—An Association of Marketing Students as valuable components of the local program. The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills. The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management and entrepreneurship.

**SOURCE OF FUNDS:** CARL D. PERKINS ACT OF 2006

**OPI SUBGRANTEES:** Business Education Programs

**OPI FUNDING TYPE:** State Vocational/Technical Education Funding

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Formula Based Distribution of \$4,465,659.00

**OPI CONTACT PERSONS:** VACANT

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL - Human Services / Family & Consumer Sciences (FCS)

**PURPOSE:** Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work and their interrelationships. FCS prepares students for family life, the world of work, and careers in FCS. Many FCS programs maintain a student organization: Family, Career and Community Leaders of America (FCCLA). The FCCLA mission is to promote personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative & critical thinking, interpersonal communication, practical knowledge, and career & vocational/technical preparation.

**SOURCE OF FUNDS:** Carl D. Perkins

**OPI SUBGRANTEES:** 123 Programs

**OPI FUNDING TYPE:** Federal & State

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Determined by formula; grant for FCCLA

**OPI CONTACT PERSONS:** MEGAN ANDERSON  
PHONE: (406) 444-3599

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL EDUCATION – FFA

**PURPOSE:** To serve Montana FFA members, Advisors and schools as an informational, organizational and guidance resource. FFA is the largest Career and Technical Student Organization in Montana high schools, as well as the nation.

**SOURCE OF FUNDS:** State Career and Technical Education funds as well as Carl D. Perkins federal grant monies.

**OPI SUBGRANTEES:** N/A

**OPI FUNDING TYPE:** State General Fund

**OPI FUNDING AMOUNT:** \$53,000.00

**SUBGRANTEES FUNDING:** N/A

**OPI CONTACT PERSONS:** BILL JIMMERSON, 994-7050

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTIO  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL EDUCATION - HEALTH SCIENCE EDUCATION

**PURPOSE:** The Montana Health Science programs are designed to prepare students for a seamless transition either to some post-secondary level education or for entry-level employment in Health Science occupations. Career Technical Student Organizations (CTSOs) are an integral part of what makes a successful business and marketing program. Montana recognizes Health Occupation Student Organization as valuable components of the local program. The mission of HOSA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.

**SOURCE OF FUNDS:** CARL D. PERKINS ACT OF 2006

**OPI SUBGRANTEES:** Health Science Education Programs

**OPI FUNDING TYPE:** State Vocational/Technical Education Funding

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Formula Based Distribution of \$4,465,659.00

**OPI CONTACT PERSONS:** RENEE HARRIS

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL - Human Services / Family & Consumer Sciences (FCS)

**PURPOSE:** Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work and their interrelationships. FCS prepares students for family life, the world of work, and careers in FCS. Many FCS programs maintain a student organization: Family, Career and Community Leaders of America (FCCLA). The FCCLA mission is to promote personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative & critical thinking, interpersonal communication, practical knowledge, and career & vocational/technical preparation.

**SOURCE OF FUNDS:** Carl D. Perkins

**OPI SUBGRANTEES:** 123 Programs

**OPI FUNDING TYPE:** Federal & State

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Determined by formula; grant for FCCLA

**OPI CONTACT PERSONS:** MEGAN ANDERSON  
PHONE: (406) 444-3599

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER AND TECHNICAL EDUCATION - INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS EDUCATION

**PURPOSE:** The Montana Industrial Technology programs are designed to prepare students for a seamless transition either to some post-secondary level education or for entry-level employment in all areas of Industrial Technology occupations. Career Technical Student Organizations (CTSOs) are an integral part of what makes a successful business and marketing program. Montana recognizes Skills USA Student Organization as valuable components of the local and state program. The mission of Skills USA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.

**SOURCE OF FUNDS:** CARL D. PERKINS ACT OF 2006

**OPI SUBGRANTEES:** Industrial Technology Education Programs

**OPI FUNDING TYPE:** State Vocational/Technical Education Funding

**OPI FUNDING AMOUNT:** State Leadership = \$216,535.28 (2008) State Admin. \$139,429.68 (2008)

**SUBGRANTEES FUNDING:** Formula Based Distribution of \$4,465,659.00

**OPI CONTACT PERSONS:** DON MICHALSKY

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 1

**OFFICE OF PUBLIC INSTRUCTION**  
**CAREER TECHNICAL & ADULT EDUCATION**  
**JANUARY 2010**

**DIVISION NAME:** Career, Technical, and Adult Education – CTE Unit

**PURPOSE:** The purpose of the Perkins program is to prepare youth and adults for the future by building their skills for the careers of today and tomorrow. It is an essential component in strengthening the American workforce as well as Montana's. **The Perkins program is our nation's primary investment in high schools**, a key element of our nation's postsecondary and workforce development systems, and vital to American business. The Montana Association of Career and Technical Educators (ACTE) believes that this is the time to build upon the Perkins program's successes in providing the career and technical education necessary to create the highly skilled workforce that supports the demands of the 21<sup>st</sup> century economy and promotes economic development in Montana's communities.

**Students in Career and Technical Education (CTE) build technical skills and gain academic proficiency needed in today's workforce.** According to the Southern Regional Education Board, students completing a rigorous academic core coupled with a career concentration have test scores that are equal to or higher than those of students considered to be "college prep"; are more likely to pursue postsecondary education; have a higher grade point average in college; are less likely to drop out in the first year; and have better employment and earnings outcomes than other students.

Federal resources help ensure that career and technical programs are academically rigorous and up-to-date with the needs of business and industry. The **federal** contribution to career and technical education through the Carl D. Perkins Technical Education Act supports innovation, program improvement, and expands access to quality programs. The Perkins Grant amounts to almost \$1.4 billion annually, of which Montana receives approximately 5.5 million which includes the Tech Prep set aside of approximately \$500,000. **State** and **local** funding supports the career and technical education infrastructure and pays teachers' salaries and other operating expenses. State and local education entities generally use Perkins funds for the following types of activities:

- Program improvement and innovation
- Student achievement and accountability
- Integration of academic and technical education
- Access to CTE for special populations, including students with disabilities
- Purchase of equipment to ensure parity between CTE classrooms and current work settings
- Career guidance
- Professional development and technical assistance for teachers, counselors and administrators
- Career and technical education student organizations (CTSO's)
- Development of Big Sky Pathways

Perkins funds are provided to states that, in turn, allocate funds by formula to secondary and post secondary schools. States receive two main appropriations under the Perkins Act – Basic State Grants and Tech-Prep. In this new Perkins ACT, Tech Prep is maintained as a separate authorization in Montana.

Each state designates the eligible agency who initially receives these funds. The term "**eligible agency**" means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the State. **Only seven (7) states have the "eligible agency" reside with Higher education.** Currently OCHE/Board of Regents is the eligible agent for Carl Perkins funds that come to Montana from the U. S. Department of Education. OCHE administers and disseminates Basic State Grant funds to **12 Colleges of Technology** and passes funds for secondary CTE through to the Office of Public Instruction to administer and disseminate to **156 LEA's/162 high schools**. All high schools are eligible recipients of Perkins funds.

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**DIVISION NAME:** CAREER, TECHNICAL AND ADULT EDUCATION - Adult Basic Literacy Education Unit

**PURPOSE:** Adult Basic and Literacy Education

The purpose Adult Basic and Literacy Education (ABLE) is to create a partnership between the Federal government, the state agency, and local centers to provide adult education and literacy services assisting adults to become literate and obtain the knowledge and skills necessary for completion of a secondary education, employment and/or postsecondary education.

Programs may offer services to adults 16 years of age and older who are not regularly enrolled or required to be enrolled in secondary education for the purpose of ANB computation. In order to be served, an ABLE student must lack sufficient mastery of basic educational skills, not have a secondary school diploma or its recognized equivalent, or are unable to speak, read, or write the English language.

The state oversees twenty ABLE Subgrantees; these providers include: local education agencies, community based organizations, institutions of higher education, libraries, volunteer literacy organizations, corrections, and a one-stop.

**General Education Development (GED)**

GED Testing is a joint responsibility shared between the state of Montana and the GED Testing Service, a program of the American Council on Education. Montana's role in the partnership is to oversee the proper administration, supervision and integrity of the GED testing program. This requires evaluation of field operations, approving and monitoring twenty-two testing centers, and providing training and technical assistance to the chief examiners and examiners. Through diligent oversight, the state ensures adherence to GED policy and fidelity to the test administration. A contract between the Office of Public Instruction and the GED Testing Service is signed annually.

**Veterans Education**

The Montana state approving agency for Veterans' Education performs all duties necessary for the inspection, approval, and supervision of courses and programs to be pursued by veterans and eligible persons under the provisions of chapters 30, 32, 33, 34, 35, 36 and title 38 of the United States Code (U.S.C.), and chapter 1606 ,1607 and title 10 of the U.S.C. The duties of the state Veterans' Education staff are detailed in a contract signed annually by the Veterans' Affairs and the Office of Public Instruction. Currently, 127 training facilities are evaluated by the Montana Veterans' Education staff.

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** Adult Basic and Literacy Education

**PURPOSE:** The purpose Adult Basic and Literacy Education (ABLE) is to create a partnership between the Federal government, the state agency, and local centers to provide adult education and literacy services assisting adults to become literate and obtain the knowledge and skills necessary for completion of a secondary education, employment and/or postsecondary education.

Programs may offer services to adults 16 years of age and older who are not regularly enrolled or required to be enrolled in secondary education for the purpose of ANB computation. In order to be served, an ABLE student must lack sufficient mastery of basic educational skills, not have a secondary school diploma or its recognized equivalent, or are unable to speak, read, or write the English language.

The state oversees twenty ABLE Subgrantees; these providers include: local education agencies, community based organizations, institutions of higher education, libraries, volunteer literacy organizations, corrections, and a one-stop.

**SOURCE OF FUNDS:** State and Federal Appropriations

**OPI SUBGRANTEES:** Adult Basic Education Centers

**OPI FUNDING TYPE:** Funded through the Adult Basic Education Budget of CTAE

**OPI FUNDING AMOUNT:** 2008 – 2009

624	Adult Ed Rural States - \$6,500.00
625EL	Civics Leadership - \$13,597.43
625	Adult Ed Leadership - \$263,986.51
626EL	Civics Admin. - \$3850.66
628	WIA Incentive Funds

**SUBGRANTEES FUNDING:** Formula Flow Through

**OPI CONTACT PERSONS:** MARGARET BOWLES

**TYPES OF FTE:** UNIT MANAGER

**NUMBER OF FTE:** 2

**OFFICE OF PUBLIC INSTRUCTION  
CAREER TECHNICAL & ADULT EDUCATION  
JANUARY 2010**

**PROGRAM NAME:** CAREER, TECHNICAL AND ADULT EDUCATION –  
General Education Development - GED

**PURPOSE:** GED Testing is a joint responsibility shared between the state of Montana and the GED Testing Service, a program of the American Council on Education. Montana's role in the partnership is to oversee the proper administration, supervision and integrity of the GED testing program. This requires evaluation of field operations, approving and monitoring twenty-two testing centers, and providing training and technical assistance to the chief examiners and examiners. Through diligent oversight, the state ensures adherence to GED policy and fidelity to the test administration. A contract between the Office of Public Instruction and the GED Testing Service is signed annually.

**SOURCE OF FUNDS:** State Appropriation

**OPI SUBGRANTEES:** N/A

**OPI FUNDING TYPE:** Funded through the Adult Basic Education Budget of CTAE

**OPI FUNDING AMOUNT:** 2009 - \$69,383

**SUBGRANTEES FUNDING:** N/A

**OPI CONTACT PERSONS:** DEBBIE CASEY

**TYPES OF FTE:** PROGRAM SPECIALIST

**NUMBER OF FTE:** 1

## OFFICE OF PUBLIC INSTRUCTION

**PROGRAM NAME:** CAREER, TECHNICAL, AND ADULT EDUCATION - Veteran's Education

**PURPOSE:** Montana State Approving Agency is to provide quality educational service to veterans/eligible persons to insure that each individual receives the quality educational opportunities they are entitled. The Montana SAA will insure that each educational or training program provides veterans/eligible persons with opportunities that will enable them to receive the highest quality educational opportunities within the State of Montana.

**SOURCE OF FUNDS:** Federal Funds

**OPI SUBGRANTEES:** N/A

**OPI FUNDING TYPE:** Federal Reimbursement

**OPI FUNDING AMOUNT:** 2009 - \$131, 677.00

**SUBGRANTEES FUNDING:** N/A

**OPI CONTACT PERSONS:** TOM CUMMINS

**TYPES OF FTE:** INSTRUCTIONAL COORDINATOR

**NUMBER OF FTE:** 2

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

- PRESENTATION:** Transportation - Annual Report
- PRESENTER:** Maxine Mougeot  
State Director/Fiscal Officer  
Office of Public Instruction
- OVERVIEW:** The presentation will include information regarding transportation data, bus routes over 200 miles, the continued growth of the school bus driver training program, the progress of the web-based transportation program auditing process, information about the Motor Coach Safety Bill , and the DEQ DERA funding for clean diesel school buses for Montana. In addition, the National Congress for Student Transportation (NCST) will meet in May and updated Montana School Bus Standards will be completed soon after.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation is designed to update the Board of Public Education with limited statistics, current issues facing the transportation community and current success of the transportation program. New construction and operational standards are currently being written and will be presented to the Board of Public Education for action at a later date.
- RECOMMENDATION(S):** The presentation is informational. Nothing is being recommended to the BPE other than its continued support for safe and consistent transportation for the students of Montana.

Good Morning/Afternoon

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

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

### Transportation Data

Transportation data changes very little from one year to the next although some of the numbers are decreasing. We transport nearly 68,000 of Montana's school children on board the "Big Yellow Bus." We entrust those children to well trained, certified school bus drivers who drive nearly 18 million miles per year.

During the current school year, districts and contractors added 76 new 2010 yellow replacement buses to the Montana fleet and there is already a 2011 bus. About 44% of the buses are district owned and 55% of the buses are contractor owned. Slightly more than ½ of the entire fleet is greater than 10 years old.

Instead of me talking about the transportation data that I usually bring to you, please refer to the spreadsheet that I have attached. I want to tell you a little about some of the long Montana routes that drivers and children deal with on a daily basis.

	SS	SsName	RouteNumber	LengthOfRoute	TypeOfService
1	0757	Malta K-12 Schools	3	220.0	Regular
2	0244	Red Lodge Public Schools	6	253.0	Special Education
3	0870	Colstrip Public Schools	9	207.6	Regular
4	0858	Culbertson Public Schools	4	200.6	Regular
5	0200	Beaverhead Co High School	4	268.0	Regular
6	0280	Cascade Public Schools	6	264.0	Regular
7	0216	Hardin Public Schools	4	216.0	Regular
8	0216	Hardin Public Schools	16	226.0	Regular
9	0363	Scobey K-12 Schools	8	230.0	Regular

I called the schools to see if they could tell me something about these routes. The Scobey route daily total is 230 miles because of the Peerless/Scobey annexation. The Scobey route would be 115 miles round trip in the morning and again at night. The Hardin routes are a huge effort to get kids off the highway. I spoke with Ron Johnson, the contractor. He said that they have to have some pretty stiff rules for these kids because they are on the bus so long. Mr. Johnson said that because of the rules, they rarely have problems with the kids. Most of the issues they do have are related to the weather, the condition of the roads and the types of traffic that they encounter.

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

Evelyn Mull, the district clerk at Beaverhead High School told me just some of the extreme problems that they face. Not only does Beaverhead High School have the longest route in the state but the route travels over two passes going to Wisdom. The driver rents a room for the night in Wisdom and the school rents a spot to store the bus overnight. In the winter, the school has to pay increased rates to plug the bus in which doubles the cost of nightly storage. The 268 miles is just one round trip where most of the other routes are two round trips daily. It is very difficult to find sub drivers for this route because of the overnight stay in Wisdom. The biggest issue is the extreme weather the driver deals with every day.

### **School Bus Driver Training Program**

The Montana Association for Pupil Transportation (MAPT) will hold the annual conference in Great Falls in June 2010. Betty Kunkel of the Cascade County Superintendents office will host the conference again this year and will provide assistance to the MAPT Board allowing the them to provide training to a group of nearly 500 drivers.

Broadus and Terry are going to host a new training in mid-August. I have received approval to attend and provide my support. While I am out there, I will continue up the Eastern side of the state to encourage those districts to provide training for their drivers. I have visited with Roger Britton in Froid and the Transportation Director from Sidney. I am excited to get over to the Eastern side of the state to meet and visit with drivers.

### **Web-based On-line Transportation Program**

Beginning July 1, 2008 we eliminated the need for approximately 25,000 pieces of paper to cross my desk annually from schools across the state. The program is now totally paperless at the state. To make sure that the fiscal side of transportation continues to be top-notch, I have begun to desk audit selected districts. I look at each document that it takes to generate the payment including driver and bus information. I can check what is requested from a district against what has been entered in the transportation system. I can also ask the county superintendents for copies of their County Transportation Committee meeting minutes to compare mileage, rates, and days claimed for both bus routes and Individual Transportation Contracts. The OPI goal is to desk audit all of the districts who have transportation programs within 5 years. I am asking the randomly selected districts to send in a copy of their school bus driver training program along with documented training hours for each bus driver. I will use this opportunity to gain knowledge about how well the districts are using the transportation program, isolate any problems, and provide training if there are any issues.

### **National and State Standards Rewrite**

I will travel to Warrensburg Missouri in May 2010. The state director and 6 delegates from each state will spend 4 to 5 days working on and improving the National Transportation Specifications and Procedures manual. The Montana delegation consists of vendors, transportation directors, bus drivers, bus contractors and representatives from OPI and DPHHS. Our job is to make sure that any changes considered for this document will be made in a way that is beneficial to

Montana's transportation program as well as for those who live and work in Florida. The delegates are the same group that attended five years ago except for one member who retired.

It has been my pleasure to serve as the chair of the Activities Trips Writing Committee for the last 8 years. This committee and I have completed our work to revise language, include any federal updates, and to add new language to clarify requirements (training for chaperones, student behavior, and emergency evacuations procedures, etc.) that were put in place five years ago. I submitted this work to the NCST Steering Committee for consideration and comment on November 1<sup>st</sup>. The group will read and consider updates from the writing committees made to the entire document for another month and will make comments and suggestions. Each writing committee chair will consider and include all comments and suggestions into the work that has been done. It will be ready in time for the Warrensburg meeting where each change will be voted up or down.

Once all updates are final, each state will make any necessary changes to their state standards. As soon as I have completed that task, I will be back to share this work with you for your consideration and approval. My goal is to complete the 2010 Montana Standards by August.

### **DEQ Clean Air Grants**

I am so pleased and proud to tell you about the Department of Environmental Quality's (DEQ) Montana Targeted School Bus Replacement (MTSBR) program under the US EPA National Clean Diesel Funding Assistance Program. This project prioritized school bus replacement based on locating buses with high emission rates in areas with known air quality problems. In addition the DEQ wanted to replace buses with high rider service levels, high miles traveled while transporting children of low-income families who have serious and severe incidences of asthma.

The DEQ partnered with OPI and DPHHS to exchange information, develop an application and award the cost-shared grants to school districts. Between the \$1.5 million in federal funds and the availability of the Bus Depreciation funds match, we were able to award grants for purchase of 31 new clean diesel school buses. Each new bus replaces an old diesel bus that must be destroyed and each of the new buses must stay with the district for a term of seven years. This program will be extremely beneficial to the children riding these new buses. Without mentioning the cost savings for districts and contractors, the project has created new jobs, saved old jobs and increased the earning power for bus parts and chassis manufactures, the vendors, and the salesmen in addition to helping Montana students breathe a little easier.

### **Motor Coach Safety Bill**

The U.S. Senate Committee on Commerce, Science and Transportation has approved long-sought legislation (Motorcoach Enhanced Safety Act S.544) to dramatically improve motorcoach safety for millions of Americans. More than 700 million motorcoach riders annually could benefit from the legislation with regard to occupant protection (lap/shoulder belts, roof strength, and anti-ejection windows), protection against on-board fires (fire-fighting equipment and fire suppression), and crash avoidance (electronic stability control and tire pressure monitoring systems). The legislation also addresses the safe operation of motorcoach companies through

new entrant safety reviews to be conducted within nine months of starting operations, and improved driver safety by requiring entry-level driver training and electronic on-board recorders to ensure compliance with federal rules on maximum driving time.

### **Closing**

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

<b>SCHOOL YEAR</b>	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Montana Population	892,790(est)	896,300	902,195	902,195(est)	902,195(est)	902,195(est)	926,865(est)	926,865(est)	946,795	957,861	967,440(est)
Student Population											
Elementary (PreK-8) School	109,392	107,350	105,140	102,628	101,038	99,976	98,457	97,612	97,137	96,627	96,990
Secondary (9-12) School	50,421	50,031	49,560	49,123	48,763	48,192	48,095	47,647	46,117	46,471	44,979
Other State Funded School	175	175	175	196	194	188	153	157	157	123	109
Total Student Population	159,988	157,556	154,875	151,947	149,995	148,356	146,705	145,416	143,411	143,221	142,078
Number of Students Transported via School Bus at Public Expense	54,589	53,189	52,492	50,646	54,143	55,275	55,880	56,015	57,781	55,280	60,153
Ineligible Public School Pupils Transported via School Bus	13,973	13,318	12,503	13,305	13,975	12,977	10,578	11,773	11,593	12,180	12,084
Non-Public Riders	280	218	198	104	100	226	143	117	81	82	183
Total School Bus Ridership (as reported on the TR-1)	68,842	66,725	65,193	64,055	68,218	68,478	66,601	67,905	69,455	67,542	72,420
Ridership % of Student Population	43.0%	42.4%	42.1%	42.2%	45.5%	46.2%	45.4%	46.7%	48.4%	47.2%	51.0%
School Bus Route Miles Traveled per School Year (180 days)	18,756,756	19,328,220	19,539,180	18,068,322	18,049,284	18,169,444	18,187,425	19,082,435	18,071,530	17,920,436	17,986,649
Number of School bus Routes	2,014	2,043	2,052	1,967	2,090	2,120	2,083	2,092	2,080	2,055	2,110
Average Route Mileage per Day	52.8	52.6	52.9	47.8	54	53	54	53	54	53	54
Longest Route (miles per day TR-1)	239.8	226.0	253.0	253.0	226	253	253	253	268	268	268
Number of Individual Contracts (parents paid to transport children)	1,782	1,863	1,806	1,655	1,555	1,529	1,506	1,470	1,405	1,361	1,135
Combined State and County Reimbursement for Individual Contracts	\$688,793	\$669,198	\$651,051	\$728,108	690,895.54	651,725.00	630,569	612,115	836,272	777,242	718,754
Transportation Expenditures as Reported on Trustees Reports	\$41,909,197	\$42,379,352	\$43,922,260	\$45,844,810	\$48,790,768	\$51,469,978	54,892,767	58,149,934	61,102,539	64,710,315	68,341,345
Funding Sources											
State	\$10,432,299	\$10,530,693	\$10,469,857	\$10,360,878	10,300,000	11,880,105	12,156,767	12,399,886	12,421,170	12,348,907	12,473,645
County	\$10,380,396	\$10,414,702	\$10,339,771	\$10,047,483	10,300,000	11,728,577	12,076,632	12,303,608	12,357,850	12,297,065	12,411,089
District or Local	\$21,096,502	\$21,433,957	\$23,112,632	\$25,436,449	\$28,190,768	\$27,861,296	\$30,659,368	\$33,446,440	\$36,323,519	\$40,064,343	43,456,611
Certified School Bus Drivers (TR-35) Total Drivers	3,282	3,393	3,437	3,182	3,066	3,287	3,324	2384 3324	2,326	2,556	2,454
School Bus By Type											
Type A	194	191	184	202	211	216	206	228	225	219	215
Type B	33	34	29	31	32	39	37	48	44	47	47
Type C	1,301	1,313	1,279	1,357	1,497	1,482	1,553	1,676	1,619	1,655	1,653
Type D	575	603	656	666	753	808	810	859	841	868	872
Missing Data	29	27	27	0	0	0	0	0	0	0	0
Total School Buses	2,132	2,168	2,175	2,256	2,493	2,545	2,606	2,811	2,729	2,789	2,787
School Buses By Ownership											
District owned	1,190	1,222	1,212	1,234	1,330	1,353	1,417	1,278	1,249	1,254	1,254
Contractor Owned	933	938	959	1,022	1,163	1,192	1,189	1,533	1,480	1,535	1,533
Missing Data	9	8	4	0	0	0	0	0	0	0	0
Total School buses	2,132	2,168	2,175	2,256	2,493	2,545	2,606	2,811	2,729	2,789	2,787



## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

- PRESENTATION:** Federal Programs Update
- PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction
- OVERVIEW:** This presentation will focus on federal funding and recent actions taken by the U.S. Department of Education and the U.S. Congress. Information will be provided concerning ESEA Title I School Improvement Grants, the Consolidated Appropriations Act, 2010, and other federal funding opportunities.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None. This is an informational update.

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** National Common Core State Standards Initiative Update

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

**OVERVIEW:** This presentation wil include an update of national and state activities related to the National Common Core State Standards Initiative. Superintendent Denise Juneau's response to the November 13, 2009, draft K-12 standards will be highlighted. Anticipated next steps in the process will be presented.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None. This is an informational presentation.



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**opi.mt.gov**

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December 4, 2009

Gene Wilhoit, Executive Director, CCSSO  
One Massachusetts Ave, NW, Suite 700  
Washington, DC 20001-1431

Dear Mr. Wilhoit:

The educators of Montana and I welcome the opportunity to respond to the draft of the K-12 mathematics and English language arts standards. The comments are attached with this letter.

The Montana Board of Public Education standards revision process includes the mandate to "consider comments from tribal and school district educators." To this end, a panel of elementary, middle, and secondary educators, along with university professors, thoroughly reviewed the K-12 Common Core draft standards. Each of these educators is well respected in Montana's education community, has extensive knowledge of the state's standards revision process, and are experts in their respective fields.

To summarize, the review panel's recommendations reflect dismay at the incompleteness and unorganized state of the standards. Key components that are missing are:

- acknowledgment of cultural diversity,
- 21<sup>st</sup> century learning skills and concepts, and
- accessible language to all audiences for the documents.

As this document is being completed and revised it is imperative that the input of states is taken into consideration and incorporated in the final documents. It is our hope that the comments from all states will be made public to increase the transparency of this process.

We must have a complete draft of the K-12 Common Core mathematics and English language arts standards and have the opportunity to fully review and respond to the documents in their entirety. An incomplete document delays the Montana alignment study and the actions to move forward with next steps that are appropriate for Montana.

We appreciate your willingness to allow Montana to provide input in such important work for our students. If more information is needed, please contact Assistant Superintendent Nancy Coopersmith at [ncoopersmith@mt.gov](mailto:ncoopersmith@mt.gov) or (406) 444-5541.

Sincerely,

Denise Juneau  
State Superintendent

Attachments

*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*

Response to Six Questions from CCSSO and NGA on the K-12 English Language Arts  
Common Core  
December 4, 2009

1. Is the architecture of the draft standards clear and easy to follow? How can we ensure the documents are designed to be accessible for all audiences?

- No, the draft standards are not clear or easy to follow. Perhaps a complete document will eliminate this lack of clarity.
- While there is a progression from broad to specific within the document it would be preferable for the reader to have a grade-by-grade format rather than bands of K-3, 4-5, 6-8. In addition, the relationship between core skills, core text type, and foundations is not always clear. Clear definitions and a graphic representation would eliminate some confusing aspects of the document.
- From an elementary teacher perspective, the architecture of the English language arts and mathematics documents needs to be identical. It cannot be expected that an elementary teacher should have to refer to standards documents that have varying structure; it is imperative that there is consistency in format.

2. In what ways does this early draft convey a coherent vision of the discipline? What else is needed to enhance a coherent vision?

- The vision that is conveyed through this document is clear and definite. Unfortunately, this apparent vision reduces the discipline by eliminating the affective and metacognitive aspects of communication. Communication should be a lifelong experience beyond the walls of a classroom and corporate office; this is not conveyed in this draft.
- To enhance a coherent vision these aspects and the 21<sup>st</sup> century nature of the document need to be addressed. For example, reading and writing for a variety of purposes, communication in real world settings, understanding culture and human conditions through literature, and emerging electronic literacies are missing from this draft.

3. To the extent that the early drafts provide progressions for grade level/grade span expectations does the document present a rigorous, yet reasonable continuum of expectations?

- It is difficult to comment fully on the grade level/grade span expectations because of the repetition of language in the core skills for K-3 and 4-5 and the incomplete presentation of the document. Clarity needs to be brought to the document. The core skills students are expected to "can and do" at each grade level need to be clearly defined.

Response to Six Questions from CCSSO and NGA on the K-12 English Language Arts  
Common Core

December 4, 2009

- Some of the skills in the document are not developmentally appropriate as presented. Providing the research behind the developmental choices of knowledge and skills would be a valuable addition to the document for educators, parents, students, and all other stakeholders.
- At this point, the document appears to be pushing younger students to become proficient readers of more complex texts. Rigor is of no value if a student isn't engaged in reading a variety of texts. Reading is foundational to a student's education and if we disengage them through text complexity we are short-changing our student's future success. Our goal should be to increase a student's knowledge and skills along with the desire to become a reader.

4. Is the language in the early draft clear, concise, and precise? Please identify any areas where more concision and precision is needed.

- No. The draft has a lot of education-related jargon. If it needs to be accessible to parents, students, and other stakeholders rather than just educators, the language needs to be revised.
- Many of the terms used such as, "outline," "theme," "early on" can be easily misinterpreted. A glossary must be included.
- It is vitally important that when text complexity is defined there is no room for varied interpretations.
- The language used in the speaking and listening standards is not the language used in the study of the discipline. For example, page 36, grade band 4-5 "Reciting or performing readings with appropriate emotion and faithfulness to the text." The emphasis is on the language, not on the other aspects of presentation. It is recommended that this language be revised.
- Clarify the writing expectations regarding what is the physical act of writing as opposed to the concept creation. What students physically have the stamina to write as opposed to the stories they can create and verbalize are two very different considerations.

5. If you could add and/or remove ONE concept or skill, what would it be? Please provide an explanation/justification.

- Recognition of culture and cultural differences must be added. In a country that is comprised of a combination of cultures it is illogical to keep it from the document. Montana integrates the cultural heritage of Montana American Indians in all curricular areas as mandated by the state constitution.

6. Do you have any other general feedback about the draft standards?

- Ethics is missing from the entire document. Ethical and responsible uses of communication need to be considered as a civic responsibility.
- Writing to learn is entirely missing from the draft. It is a key type of writing that is recognized as important by major discipline experts.
- The communication process is missing from speaking and listening. Understanding the nature of communication helps communicators to recognize how communication breaks down and conversely how it can be enhanced.
- The types of speaking are artificially limited; the document identifies "Recitation and Reading Aloud" and "Classroom Discourse" only. This excludes a number of important types of communication, such as interpersonal communication, mass communication, and communication with an audience through media/technology.
- There is too much value placed upon argumentation. There are other ways in which critical thinking can be taught.

The Common Core presents a narrow lens for viewing communication arts as a discipline. Because the communication arts are so integrated into the world beyond academics and school, the standards must extend beyond a narrow focus. The Montana review panel looks forward to a revised document with an expanded view of English language arts.

# Response to Six Questions from CCSSO and NGA on the K-12 Mathematics Common Core

December 4, 2009

1. Is the architecture of the draft standards clear and easy to follow? How can we ensure the documents are designed to be accessible for all audiences?

- No. Use language to communicate a common understanding of the math concept and skills to a variety of audiences including students and parents; rather than mathematical terminology that perpetuates math phobia (e.g., Kindergarten: "rank three objects by a shared attribute, and use transitivity to compare two objects indirectly.>").
- To assist with the notion of being common, defining learning progression, as well as concepts and skills, will make it easier for all audiences to understand the content. It will also create an easier transition from the current set of differing definitions to a set of common definitions.
- Provide consistency in format by starting with the standard and using common titles, terms, and labels that are clear without the need for keys and attached lists. K-8 progression key was necessary because the notation was confusing (e.g., Nb was notation for Base Ten Computation; Gb is angles, lines, planes; Gc is geometric reasoning).
- The Connection section in the Middle and High School should either be dropped or replaced with an explanatory paragraph. Currently the Connections section does not provide a clear connection.

2. In what ways does this early draft convey a coherent vision of the discipline? What else is needed to enhance a coherent vision?

- The Developing Coherent Understanding in the K-8 section is an important component and appreciated. Thank you.
- If the vision is that All students are expected to enter a college level mathematics program, it is clear.
- With the present differences in documents, transitions from K-8 to 9-12 and to college and career remain an enormous challenge. How would the K-8, 9-12 and College and Career Readiness pieces be used for a coherent state program?
- Because it appears to be written by different people not one but several visions are presented. One voice to convey a coherent vision would be helpful.
- There should be consistency in a set of coherent K-12 standards and appropriate transitions for a vertical and horizontal articulation rather than adding and dropping topics along the way (e.g., data analysis does not start till seventh grade; Grades 5-7 do not have Quantity and Measurement and then Grade 8 has Irrational Numbers added to the Quantity and Measurement).

## Response to Six Questions from CCSSO and NGA on the K-12 Mathematics Common Core

December 4, 2009

3. To the extent that the early drafts provide progressions for grade level/grade span expectations does the document present a rigorous, yet reasonable continuum of expectations?

- It will take a completed document and further examination to determine if the changing of progression headings present rigor and reasonableness. The incompleteness affects the rigor (e.g., missing sequences in Middle and High which is important in function and modeling).
- Middle and High School contained overlaps with the K-8 expectations (e.g., function in grades 7-8 overlap with function in grades 9-12). The draft appears to follow the status quo of re-teaching.
- List of Progression Titles and Approximate Grade Ranges for K-8 shows reasonable progression; however, this progression is not articulated clearly in the document.
- Definition of progression would help to understand reasonableness (e.g., why is parameter in Block 8, yet really begins in Block 1 – slope in earlier blocks, which is a continuum, why is parameter at the end? Shouldn't it be when comparing graphs?).
- What is meant by endpoints in the Note to Reviewers? "The College and Career Ready Standard do not represent a high school exit standard, and it is our intention in the K-12 Standards to describe material leading to the various endpoints students aspire to in college and the workplace." This is confusing when K-12 repeats what is in the College and Career Ready Standards (e.g., Core Skill 2 for Functions).

4. Is the language in the early draft clear, concise, and precise? Please identify any areas where more concision and precision is needed.

- Language may be considered concise and precise for a mathematician; however, it does not articulate a common core that is clear to all audiences.
- The document may be considered concise; however, not understandable. Concise does not mean quality and useable or understandable.

5. If you could add and/or remove ONE concept or skill, what would it be? Please provide an explanation/justification.

- Culture!!! The inclusion of culture takes the standards to a level of application for All students and promotes the study of mathematics as a human endeavor.

Response to Six Questions from CCSSO and NGA on the K-12 Mathematics Common Core

December 4, 2009

6. Do you have any other general feedback about the draft standards?

- Technology!!! Technology throughout the document would exemplify the Practices described in the College and Career Ready Standards as well as reach a 21<sup>st</sup> century set of standards.
- Will the Middle and High School be an inch deep and a mile wide when all the other progressions are included?

Moving forward with this significant initiative must be successful. This incomplete document does not represent a change in status quo. The significance goes without question; however, the manner with which the process and product are being developed undermines the potential success. The lack of time given to develop the common core places the quality and integrity of learning mathematics in jeopardy. The fear is that the end product will implode if development of standards continues at this speed, with the use of pure academic terminology only, the lack of cultural integration, and omission of 21<sup>st</sup> century skills.

December 4, 2009

**Response to the questions about the sample high school mathematics progression.**

1. How should high school material be presented?

The document presents the progression of topics in blocks that can be accomplished regardless of grade level and course name. The material must be presented to articulate that students need to develop both mathematical skills and mathematical understandings. However, the current focus of the document is on rules and procedures, and not on students making sense of the mathematics, not on problem-solving and reasoning, not on exploring mathematical concepts. This is evident in the separation of “concepts” and “skills” in each area, the precise language used in speaking of the “skills,” and the vague language used in describing the “concepts.” Greater emphasis on students’ reasoning and making sense of mathematics and greater integration of concepts and skills must be made.

2. How would you use an arrangement into blocks (with connections between blocks indicated) in designing curriculum in your state?

In Montana each local district determines curriculum based on state content standards. Although the document can be used to minimize redundancy, the blocks are not very helpful in designing curriculum as written. What may be more helpful is to start with a block and then outline what is expected as students’ progress through their high school career, not just a list of skills/concepts for each block.

3. Do you want us to indicate different pathways through the high school standards, and, if so, how?

Please! The common core would do a great service to mathematics education if it recognized and indicated distinct pathways. This would clarify the learning and teaching progression and give us a better understanding of the intended meaning and use of these progressions. For example, technology provides different pathways for learning almost every mathematical concept in the high school curriculum.

The Montana K-12 English language arts and mathematics review panel members appreciate the opportunity to assist the Montana Office of Public Instruction staff with their review of the draft documents. The panel members strongly encourage the Council for Chief State Officers (CCSSO) and the National Governors Association (NGA) to include more K-12 teachers in all aspects of the development process.

The Montana review panel members agree with the philosophy behind a set of Common Core Standards. In fact, this is a prime opportunity for educational reform. However, Montana educators are opposed to an inferior document that will drive assessment. It is crucial that the document **clearly articulates** the criteria listed by the CCSSO and NGA, "Fewer, clearer, and higher; include rigorous content **and application of knowledge through high-order skills**; build upon strengths and lesson of current state standards; internationally benchmarked so that All students are prepared to succeed in our global economy and society; and be evidence and/or research based." Montana's review panel members concluded, after reviewing these two documents, that the criteria NGA and CCSSO has set for itself to develop standards, has not been met.

The language of the documents, which is further discussed in the content area reviews, is not appropriate as presented. The standards need to be clear, understandable, and free of jargon for all stakeholders.

The architecture of the standards must be consistent across content areas. An elementary level teacher should not have two separate documents of varying structure and language to guide instruction. The English language arts document identifies "key achievements," "core skills," and "foundations" within the document. In mathematics, the document identifies "developing coherent understanding," "progression headings," "progression key," "progression block," concepts, connections," and "skills, connections." Inconsistency of format makes the layout of the documents incongruent and difficult to decipher.

The review panel members were concerned by the lack of cultural integration in the standards. Montana has adopted into its Constitution Montana Code Annotated (MCA) 20-1-50, Indian Education for All, to recognize the cultural heritage of American Indians.

**Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS**  
**MCA 20-1-501 (Indian Education for All)**

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

Combined Montana Review Panel Comments  
December 4, 2009

- (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
  - (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

The review panel members urge the working team of the K-12 Common Core Standards to include culture in the document to allow students in all states the opportunity to broaden their education with the inclusion of cultural awareness.

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Demonstration and Update of the Web-based Five-Year Comprehensive Education Plan

**PRESENTER:** Linda Vrooman Peterson, Accreditation Division Administrator  
Al McMilin, Accreditation Unit Manager  
Kelly Glass, Accreditation Accountability Specialist  
Office of Public Instruction

**OVERVIEW:** This is an informational item for the Board of Public Education. The Office of Public Instruction will provide to the Board of Public Education a demonstration and update of the Web-based Five-Year Comprehensive Education Plan. Three representatives from the field will offer comments on their experiences with the process.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

# **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Notification of Surrender Case No. 2007-703

**PRESENTER:** Ann Gilkey  
Chief Legal Counsel  
Office of Public Instruction

**OVERVIEW:**

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Information only

# **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Licensing Action on Case No. 2009-08

**PRESENTER:** Steve Meloy, Executive Secretary, BPE  
Ann Gilkey, Chief Legal Counsel  
Office of Public Instruction

**OVERVIEW:**

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Licensing Action on Case No. 2009-09

**PRESENTER:** Steve Meloy, Executive Secretary, BPE  
Ann Gilkey, Chief Legal Counsel  
Office of Public Instruction

**OVERVIEW:**

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Recommend Approval of the Process and Procedures Governing the Review of Admin. R. Montana Chapter 55

**PRESENTER:** Al McMilin, Accreditation Unit Manager  
Linda Vrooman Peterson, Administrator  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education (BPE) the general process and procedures to guide a joint task force in the review and revision of Chapter 55, Standards of Accreditation. The BPE and the Superintendent of Public Instruction will appoint a joint task force to oversee the review process. This presentation will include recommendations for: 1) the general purpose and process of the review; and 2) the nomination and selection criteria and procedures to appoint members to the joint task force. The OPI will discuss its efforts to gather relevant information to advise the joint task force and also will outline the proposed time line and next steps for the review of Chapter 55.

**REQUESTED DECISION(S):** Approval of the Chapter 55, Standards of Accreditation review purpose, process, and joint task force nomination and selection procedures.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

# **Board of Public Education/Superintendent of Public Instruction**

## **Chapter 55 Standards of Accreditation Joint Task Force**

### **January 7-8, 2010**

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#### **Purpose**

To review and revise Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation as needed to align the standards with current best practices while providing flexibility and ensuring quality education.

#### **Vision/Mission**

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

The Office of Public Instruction provides vision, support and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

#### **Task Force Co-Chairs**

Patty Myers – Board of Public Education  
Dennis Parman – Office of Public Instruction

#### **Staff**

##### **Board of Public Education**

Steve Meloy  
Peter Donovan  
Carol Will

##### **Office of Public Instruction**

Linda Peterson  
Al McMilin  
Kelly Glass  
Colleen Hamer  
Donna Waters



**January - 2009**

**ARM Chapter 55 Task Force  
Proposed Task Force Membership Guidelines**

**Composition Goal:**

In general, the composition goal is to provide broad representation of districts, schools and communities from across the state. More specifically, that representation should be reflective of school size, cultural diversity, special needs populations, and geographic location. The task force will also invite participation and representation from our many educational partners to include Montana educational associations, post secondary education, and parent organizations.

**Proposed Membership – 25-30 Members:**

Board of Public Education  
Office of Public Instruction  
Montana Association of School Superintendents  
SAM - School Administrators of Montana  
High School Principals  
Elementary School Principals  
MTSBA - Montana School Boards Association  
School Board Trustees  
MREA - Montana Rural Education Association  
MSSA - Montana Small School Alliance  
MACSS - Montana Association of County School Superintendents  
County Superintendents  
MEA/MFT  
Elementary Teachers  
High School Teachers  
MIEA - Montana Indian Education Association  
Montana PTA  
Post Secondary  
CSPAC - Certification Standards and Practices Advisory Council

**Revised Process Time Line:**

**July 2009 – February 2010 – Preliminary Information Gathering by the Office of Public Instruction – Development of Statewide Administrative Survey Tool**

**Administration Survey Web Address: <http://keysurvey.mt.gov/survey/107115/19d8>**

**January 2010 – Progress Report to the Board of Public Education**

**March – November 2010 - Task Force Meetings**

**January 2011 - Initiate Consideration of Task Force Recommendations by the Board of Public Education**

**February – March 2011 - Outreach for Public Comment**

**May - November 2011 - Rule Making Process Completed**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

**PRESENTATION:** Recommend approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653, Communication Arts Content Standards and Performance Descriptors.

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

**OVERVIEW:** The Office of Public Instruction (OPI) recommends approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653, Communication Arts Content Standards and Performance Descriptors. Attached is the Notice of Public Hearing, Amendment, and Repeal, and cost analysis for implementation of standards and performance descriptors.

**REQUESTED DECISION(S):** Approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.3701 through 10.54.3715, 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3653, Communication Arts Content Standards and Performance Descriptors.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action



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

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

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

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

NEW RULE I COMMUNICATION ARTS WRITING CONTENT STANDARD 5

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

AUTH: 20-2-114, MCA

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

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

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

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

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

AUTH: 20-2-114, MCA

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

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

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

AUTH: 20-2-114, MCA

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

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

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

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

AUTH: 20-2-114, MCA

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

NEW RULE V GRADE 4 PERFORMANCE DESCRIPTORS AT THE  
ADVANCED LEVEL

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

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

- (i) understanding components of the communication process;
- (ii) using elements of effective speaking;

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

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

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

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

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

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

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

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

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

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

AUTH: 20-2-114, MCA

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

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

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

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

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

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

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

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

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

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

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

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

AUTH: 20-2-114, MCA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AUTH: 20-2-114, MCA

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

NEW RULE VIII GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL

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

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

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

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

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

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

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

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

AUTH: 20-2-114, MCA

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

NEW RULE IX GRADE 8 PERFORMANCE DESCRIPTORS AT THE

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

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

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

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

AUTH: 20-2-114, MCA

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

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

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

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

conclusion;

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

stories; and

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

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

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

credibility; and

- (xv) setting goals and monitoring.

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

arts literature content standard 3 by:

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

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

arts media literacy content standard 4 by:

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

messages;

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

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

arts writing content standard 5 by:

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

AUTH: 20-2-114, MCA

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

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

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

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

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

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

(vi) using feedback to monitor and adjust;

(vii) comparing and contrasting speaking and listening strategies in cultural stories; and

(viii) displaying respectful communication and orally referencing sources.

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

(i) decoding words;

(ii) expanding general and specialized vocabulary;

(iii) adjusting fluency;

(iv) identifying when comprehension breaks down and self-correcting;

(v) connecting text to self, text to text, and text to world;

(vi) revising and explaining predictions;

(vii) generating and answering literal and higher-order questions;

(viii) explaining a series of events to draw conclusions;

(ix) summarizing main ideas and details;

(x) making and justifying inferences;

(xi) analyzing text features;

(xii) comparing and contrasting information to draw a conclusion;

(xiii) explaining cause and effect across multiple texts;

(xiv) critiquing the author's purpose, points of view, language use, and credibility; and

(xv) setting goals and monitoring.

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

(i) comparing and contrasting literary elements;

(ii) analyzing language use and literary devices;

(iii) defining characteristics of genre;

(iv) interpreting influences of culture, history, and literature;

(v) comparing a variety of perspectives in literature; and

(vi) justifying personal ideas and feelings in response to literature.

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

(i) differentiating how techniques and technologies impact media messages;

(ii) analyzing credibility of media message sources;

(iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media messages;

(iv) applying proper use and creation of media messages;

(v) applying guidelines for using and creating media messages;

(vi) creating and analyzing media messages; and

(vii) identifying how media embeds values and influences.

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

(i) applying steps of the writing process;

(ii) selecting a topic and generating a thesis;

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

AUTH: 20-2-114, MCA

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

NEW RULE XII GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation of knowledge and skills.

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

- (i) analyzing components of the communication process;
- (ii) applying elements of effective speaking;
- (iii) applying elements of effective listening;
- (iv) selecting a specific topic and developing the introduction, body, and conclusion;
- (v) adapting to formal and informal audiences, settings, and purposes;
- (vi) using feedback to monitor and adjust;
- (vii) comparing and contrasting speaking and listening strategies in cultural stories; and
- (viii) displaying respectful communication and orally referencing sources.

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

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

(xiv) critiquing the author's purpose, points of view, language use, and credibility; and

(xv) setting goals and monitoring.

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

(i) comparing and contrasting literary elements;

(ii) analyzing language use and literary devices;

(iii) defining characteristics of genre;

(iv) interpreting influences of culture, history, and literature;

(v) comparing a variety of perspectives in literature; and

(vi) justifying personal ideas and feelings in response to literature.

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

(i) differentiating how techniques and technologies impact media messages;

(ii) analyzing credibility of media message sources;

(iii) analyzing purpose of fact, fiction, opinion, bias, and stereotypes in media messages;

(iv) applying proper use and creation of media messages;

(v) applying guidelines for using and creating media messages;

(vi) creating and analyzing media messages; and

(vii) identifying how media embeds values and influences.

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

(i) applying steps of the writing process;

(ii) selecting a topic and generating a thesis;

(iii) developing a main idea using a variety of details;

(iv) organizing writing using a progression of ideas;

(v) demonstrating knowledge of language choice and its impact;

(vi) applying conventions;

(vii) identifying and describing purpose, audience, format, style, and tone;

(viii) analyzing characteristics of writing forms and genres;

(ix) sustaining focus of topic in writing;

(x) using information problem solving process;

(xi) using information legally;

(xii) setting goals and monitoring writing; and

(xiii) using writing to think and learn.

AUTH: 20-2-114, MCA

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

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

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

arts speaking and listening content standard 1 by:

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

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

arts reading content standard 2 by:

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

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

arts literature content standard 3 by:

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

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

arts media literacy content standard 4 by:

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
- (iv) applying and evaluating the impact of proper use and creating of media messages;

(v) applying and evaluating the effect of guidelines when using and creating media messages;

(vi) creating and evaluating media messages; and

(vii) analyzing and evaluating how media embeds values and shapes perception.

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

(i) applying the steps of the writing process, evaluating and refining writing;

(ii) selecting a topic and generating a complex thesis;

(iii) developing and elaborating upon a main idea using a variety of details;

(iv) organizing writing using transitions and progression of ideas;

(v) demonstrating control of language choice;

(vi) applying conventions;

(vii) evaluating the purpose and audience; selecting and using format, style, and tone;

(viii) using a variety of forms and genres and evaluating effectiveness of form and genre;

(ix) maintaining focus of topic in written work with complex ideas;

(x) conducting research using information problem solving process;

(xi) following copyright laws;

(xii) setting goals and evaluating writing; and

(xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

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

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

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

(i) evaluating the impact of components of the communication;

(ii) evaluating elements of effective speaking;

(iii) evaluating elements of effective listening;

(iv) refining a topic using credible sources and proper organization;

(v) adapting to public, group, and interpersonal audiences, settings, and purposes;

(vi) using feedback to monitor, adjust, and evaluate;

(vii) analyzing the influences of oral traditions in various cultures; and

(viii) analyzing and evaluating the impact of ethical and responsible communication.

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

(i) decoding words;

(ii) expanding and utilizing general and specialized vocabulary;

- (iii) adjusting fluency;
  - (iv) recognizing when comprehension breaks down and self-correcting;
  - (v) recognizing background knowledge increases comprehension;
  - (vi) justifying predictions;
  - (vii) generating and answering complex literal and higher-level questions;
  - (viii) explaining a series of events to hypothesize/justify conclusions;
  - (ix) summarizing by distinguishing main ideas;
  - (x) making and justifying complex inferences;
  - (xi) analyzing and evaluating relevant text features;
  - (xii) comparing and contrasting across multiple texts;
  - (xiii) explaining cause and effect across multiple texts;
  - (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
  - (xv) setting goals and evaluating.
- (c) The student demonstrates the knowledge and skills under communication arts literature content standard 3 by:
- (i) analyzing literary elements;
  - (ii) evaluating language use and literary devices;
  - (iii) analyzing and evaluating characteristics of genre;
  - (iv) evaluating influence of culture, history, and literature;
  - (v) analyzing human experience in literature; and
  - (vi) supporting critical and emotive responses to literature.
- (d) The student demonstrates the knowledge and skills under communication arts media literacy content standard 4 by:
- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
  - (ii) evaluating credibility of media message sources;
  - (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
  - (iv) applying and evaluating the impact of proper use and creating of media messages;
  - (v) applying and evaluating the effect of guidelines when using and creating media messages;
  - (vi) creating and evaluating media messages; and
  - (vii) analyzing and evaluating how media embeds values and shapes perception.
- (e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:
- (i) applying the steps of the writing process, evaluating and refining writing;
  - (ii) selecting a topic and generating a complex thesis;
  - (iii) developing and elaborating upon a main idea using a variety of details;
  - (iv) organizing writing using transitions and progression of ideas;
  - (v) demonstrating control of language choice;
  - (vi) applying conventions;
  - (vii) evaluating the purpose and audience; selecting and using format, style, and tone;

- (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
- (ix) maintaining focus of topic in written work with complex ideas;
- (x) conducting research using information problem solving process;
- (xi) following copyright laws;
- (xii) setting goals and evaluating writing; and
- (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

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

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

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

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

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

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

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

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

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

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;
- (iv) applying and evaluating the impact of proper use and creating of media messages;
- (v) applying and evaluating the effect of guidelines when using and creating media messages;
- (vi) creating and evaluating media messages; and
- (vii) analyzing and evaluating how media embeds values and shapes perception.

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

- (i) applying the steps of the writing process, evaluating and refining writing;
- (ii) selecting a topic and generating a complex thesis;
- (iii) developing and elaborating upon a main idea using a variety of details;
- (iv) organizing writing using transitions and progression of ideas;
- (v) demonstrating control of language choice;
- (vi) applying conventions;
- (vii) evaluating the purpose and audience; selecting and using format, style, and tone;
- (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
- (ix) maintaining focus of topic in written work with complex ideas;
- (x) conducting research using information problem solving process;
- (xi) following copyright laws;
- (xii) setting goals and evaluating writing; and
- (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

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

NEW RULE XVI UPON GRADUATION PERFORMANCE DESCRIPTORS  
AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for

proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in prerequisite knowledge and skills.

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

- (i) evaluating the impact of components of the communication;
- (ii) evaluating elements of effective speaking;
- (iii) evaluating elements of effective listening;
- (iv) refining a topic using credible sources and proper organization;
- (v) adapting to public, group, and interpersonal audiences, settings, and purposes;
- (vi) using feedback to monitor, adjust, and evaluate;
- (vii) analyzing the influences of oral traditions in various cultures; and
- (viii) analyzing and evaluating the impact of ethical and responsible communication.

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

- (i) decoding words;
- (ii) expanding and utilizing general and specialized vocabulary;
- (iii) adjusting fluency;
- (iv) recognizing when comprehension breaks down and self-correcting;
- (v) recognizing background knowledge increases comprehension;
- (vi) justifying predictions;
- (vii) generating and answering complex literal and higher-level questions;
- (viii) explaining a series of events to hypothesize/justify conclusions;
- (ix) summarizing by distinguishing main ideas;
- (x) making and justifying complex inferences;
- (xi) analyzing and evaluating relevant text features;
- (xii) comparing and contrasting across multiple texts;
- (xiii) explaining cause and effect across multiple texts;
- (xiv) critiquing an author's purpose, point of view, language use, and credibility; and
- (xv) setting goals and evaluating.

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

- (i) analyzing literary elements;
- (ii) evaluating language use and literary devices;
- (iii) analyzing and evaluating characteristics of genre;
- (iv) evaluating influence of culture, history, and literature;
- (v) analyzing human experience in literature; and
- (vi) supporting critical and emotive responses to literature.

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

- (i) evaluating technique and technology impact on meaning and effectiveness of media messages;
- (ii) evaluating credibility of media message sources;
- (iii) evaluating impact of fact, fiction, opinion, bias, and stereotypes in media messages;

- (iv) applying and evaluating the impact of proper use and creating of media messages;
  - (v) applying and evaluating the effect of guidelines when using and creating media messages;
  - (vi) creating and evaluating media messages; and
  - (vii) analyzing and evaluating how media embeds values and shapes perception.
- (e) The student demonstrates the knowledge and skills under communication arts writing content standard 5 by:
- (i) applying the steps of the writing process, evaluating and refining writing;
  - (ii) selecting a topic and generating a complex thesis;
  - (iii) developing and elaborating upon a main idea using a variety of details;
  - (iv) organizing writing using transitions and progression of ideas;
  - (v) demonstrating control of language choice;
  - (vi) applying conventions;
  - (vii) evaluating the purpose and audience; selecting and using format, style, and tone;
  - (viii) using a variety of forms and genres and evaluating effectiveness of form and genre;
  - (ix) maintaining focus of topic in written work with complex ideas;
  - (x) conducting research using information problem solving process;
  - (xi) following copyright laws;
  - (xii) setting goals and evaluating writing; and
  - (xiii) selecting and using writing to think and learn.

AUTH: 20-2-114, MCA

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

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

10.54.3610 COMMUNICATION ARTS SPEAKING AND LISTENING  
CONTENT STANDARD 1 (1) To satisfy the requirements of communication arts speaking and listening content standard 1, a student must know and understand the role demonstrate knowledge and understanding of the communication process and demonstrate effective speaking and listening skills.

AUTH: 20-2-114, MCA

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

10.54.3611 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for communication arts speaking and listening content standard 1 for a student at the end of grade 4 is the ability to:

- (a) recognize the important role of speaking and listening in daily life; and identify and describe the components of the communication process (sender/ speaker, receiver/listener, message, medium/channel, feedback, and interference/

noise);

~~(b) identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener.~~

Identify and use verbal and nonverbal techniques to deliver oral messages;

(c) identify and use effective listening strategies;

(d) choose topics and organize information to present effective oral messages;

(e) adapt communication to a variety of audiences, settings, and purposes;

(f) use feedback to monitor speaking and listening effectiveness;

(g) use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians; and

(h) display respectful behavior when speaking and listening.

AUTH: 20-2-114, MCA

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

10.54.3612 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for communication arts speaking and listening content standard 1 for a student at the end of grade 8 is the ability to:

~~(a) observe and describe the importance of speaking and listening in personal relationships; and~~ analyze and explain how the components of the communication process affect communication;

~~(b) identify and define the components of the communication process.~~ apply verbal and nonverbal delivery techniques to communicate effectively;

(c) apply effective listening strategies to fit the purpose, situation, and setting of the communication;

(d) select and narrow topics for specific occasions and develop an appropriate introduction, body, and conclusion to deliver speeches;

(e) adapt communication to a variety of formal and informal audiences, settings, and purposes;

(f) use feedback to monitor and adjust speaking and listening effectiveness;

(g) compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians; and

(h) explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communications to individuals and groups.

AUTH: 20-2-114, MCA

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

10.54.3613 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for communication arts speaking and listening content standard 1 for a student upon graduation is the ability to:

~~(a) explain the importance of effective oral communication in creating~~

meaning, influencing thought, and making decisions; and analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness;

(b) identify and analyze the relationships among the components of the communication process. adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats;

(c) apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication;

(d) select, test, and refine topics for specific purposes and occasions, choose credible courses for supporting materials, and effectively organize and deliver speeches;

(e) adapt communication to a variety of public, group, and interpersonal audiences, settings, and purposes;

(f) use feedback to monitor, adjust, and evaluate speaking and listening effectiveness;

(g) use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals; and

(h) analyze the legal and ethical issues associated with responsible communication.

AUTH: 20-2-114, MCA

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

#### 10.54.3620 COMMUNICATION ARTS READING SPEAKING AND LISTENING CONTENT STANDARD 2

(1) To satisfy the requirements of speaking and listening communication arts reading content standard 2, a student must distinguish among and use appropriate types of speaking and listening for a variety of purposes read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

AUTH: 20-2-114, MCA

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

#### 10.54.3621 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for speaking and listening communication arts reading content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages); decode unknown words combining the elements of phonics, use of word parts, and context clues;

(b) demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations; develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources;

(c) ~~speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions);~~ read sight words and materials fluently, applying word accuracy, phrasing, rate, and expressing;

(d) ~~identify and appropriately use different types of presentations (e.g., storytelling, narrative, description); and~~ use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down;

(e) ~~identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).~~ activate prior knowledge to make connections to text;

(f) make and revise predictions;

(g) generate and answer questions to clarify meaning by locating specific information in text;

(h) recall and explain a series of events or the sequence of information;

(i) identify main ideas and supporting details;

(j) make inferences based on context clues and/or background knowledge;

(k) identify and use text features to enhance comprehension;

(l) identify the organizational structure of a selection, including sequential, problem-solution, and cause-effect;

(m) compare and contrast information to explain and explore relationships within and across texts;

(n) recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians; and

(o) set goals for reading progress.

AUTH: 20-2-114, MCA

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

10.54.3622 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for speaking and listening communication arts reading content standard 2 for a student at the end of grade 8 is the ability to:

(a) ~~analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);~~ apply knowledge of word and sentence structure, analysis of word parts, and context to decode unknown words;

(b) ~~demonstrate appropriate speaking and listening behaviors in communicating with various audiences;~~ expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources;

(c) ~~speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages);~~ adjust fluency based on purpose and content;

(d) ~~identify and appropriately use different types of presentations (e.g.,~~

reports, expository speeches, dramatic presentations, persuasive appeals); and identify when comprehension breaks down, analyze causes, and self correct using effective strategies;

(e) identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening). activate prior knowledge to connect text to self, text to text, and text to world;

(f) make, revise, and explain predictions;

(g) generate and answer literal, inferential, critical, and interpretive questions;

(h) recall and explain a series of events or the sequence of information to draw conclusions;

(i) summarize by stating main ideas and supporting details;

(j) make and justify inferences based on context clues and/or background knowledge;

(k) analyze text features to enhance comprehension;

(l) identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect;

(m) compare and contrast information to explain relationships and draw conclusions within and/or across texts;

(n) analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians; and

(o) set and monitor goals and reading progress.

AUTH: 20-2-114, MCA

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

10.54.3623 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS READING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for speaking and listening communication arts reading content standard 2 for a student upon graduation is the ability to:

(a) explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages); select and apply knowledge of syntax clues, word origins, roots and fixes, and context to decode unknown words;

(b) demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences; expand and utilize general and specialized vocabulary through the use of context clues, analyze word origins, and reference sources;

(c) speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions); adjust fluency based on purpose, complexity, and technical content;

(d) identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, inter-personal endeavors); and recognize when comprehension breaks down, select strategy to self correct, and evaluate effectiveness of the selected strategy;

- (e) identify and use different types of listening appropriate to the listening situation (e.g., critical listening); recognize the need for background knowledge and research to enhance comprehension;
- (f) make, revise, and justify predictions;
- (g) generate and answer complex literal, inferential, evaluative, and interpretive questions;
- (h) recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions;
- (i) summarize text by determining the main idea and analyzing essential and nonessential supporting details;
- (j) make and justify complex inferences within and among multiple texts and/or forms or media;
- (k) analyze and evaluate relevant text features of multiple forms of media to enhance comprehension;
- (l) evaluate and compare the effectiveness of organizational structures within and across complex texts;
- (m) compare and contrast information, draw conclusions, and synthesize ideas within and across texts to synthesize information and draw conclusions;
- (n) critique author's purpose, point of view, bias, language use, and credibility to deepen understanding with and across culturally diverse texts, including those by and about Montana American Indians; and
- (o) set goals and evaluate reading progress.

AUTH: 20-2-114, MCA

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

10.54.3630 SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 (1) To satisfy the requirements of speaking and listening communication arts literature content standard 3, a student must apply a range of skills and strategies to speaking and listening: select, interpret, and respond to a range of literature.

AUTH: 20-2-114, MCA

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

10.54.3631 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student at the end of grade 4 is the ability to:

- (a) communicate in a focused and organized manner; identify basic literary elements (setting, plot, problem/solution, character);
- (b) select and use appropriate verbal language to convey intended meaning; explain how authors' choices of language and use of devices contribute to the meaning of literary works;
- (c) identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety; identify the characteristics of select literary genres;

~~(d) monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information); identify how culture and history are represented in literary works, including works of Montana American Indians;~~

~~(e) distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality; identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians; and~~

~~(f) draw connections between one's experiences, information, and insights, and experiences communicated by others; express and justify personal responses to literature.~~

~~(g) identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images; and~~

~~(h) identify, anticipate, and manage barriers to listening.~~

AUTH: 20-2-114, MCA

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

10.54.3632 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student at the end of grade 8 is the ability to:

~~(a) communicate with a clear purpose, well-developed organization, and support from a variety of sources; compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood) across texts;~~

~~(b) use verbal language appropriate to occasion, audience, and topic; analyze how authors' choices of words, uses of figurative language and stylistic devices contribute to the meaning of literary works;~~

~~(c) explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety; understand and define the characteristics of literary genres;~~

~~(d) monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues); interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians;~~

~~(e) distinguish information from persuasion, and logic from emotion; compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians; and~~

~~(f) compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations; express personal ideas and feelings generated as a result of engaging with literature and offer justification.~~

~~(g) compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers); and~~

~~(h) identify, anticipate, and manage barriers to listening.~~

AUTH: 20-2-114, MCA

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

10.54.3633 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for speaking and listening communication arts literature content standard 3 for a student upon graduation is the ability to:

(a) communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions; analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers;

(b) use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion, and task; evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers;

(c) apply, analyze, and evaluate effective verbal and non-verbal skills to enhance presentations and manage communication anxiety; analyze and define the characteristics of literary genres and evaluate the effect of genres on readers;

(d) monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues); evaluate how literature reflects a society, including literature by and about Montana American Indians;

(e) recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages; analyze diverse literature to compare common human experiences among time periods, literary movements, places, and cultures, including Montana American Indians; and

(f) compare and contrast one's experiences, information, and insights with the message in a variety of communication situations; create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature.

(g) analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion; and

(h) identify, anticipate, and manage barriers to listening.

AUTH: 20-2-114, MCA

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

10.54.3640 SPEAKING AND LISTENING COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 (1) To satisfy the requirements of speaking and listening communication arts media literacy content standard 4, a student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening effectively evaluate and create media messages.

AUTH: 20-2-114, MCA

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

10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING  
COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END  
OF GRADE 4 (1) The benchmark for ~~speaking and listening~~ communication arts  
media literacy content standard 4 for a student at the end of grade 4 is the ability to:

- (a) ~~identify the characteristics of effective speaking and listening;~~ recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform);
- (b) ~~reflect on one's effectiveness as a speaker and as a listener, and set personal goals; and~~ identify the sources of media messages;
- (c) ~~show respect for the feelings and values of others when speaking and listening.~~ identify fact, fiction, and opinion in various media messages, including messages about Montana American Indians;
- (d) recognize the norms, rules, laws, and etiquette that govern the use and creation of media messages;
- (e) recognize consequences to self and others when using and creating media messages;
- (f) create media messages for specific audiences and purposes (e.g., inform, entertain, or persuade); and
- (g) recognize that media messages embed values and influence individuals, cultures, and societies;

AUTH: 20-2-114, MCA

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

10.54.3642 BENCHMARK FOR SPEAKING AND LISTENING  
COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END  
OF GRADE 8 (1) The benchmark for ~~speaking and listening~~ communication arts  
media literacy content standard 4 for a student at the end of grade 8 is the ability to:

- (a) ~~analyze and apply the characteristics of effective speaking and evaluative listening;~~ interpret and differentiate how techniques and technologies impact media messages;
- (b) ~~use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and~~ analyze the credibility of the sources of media messages;
- (c) ~~explain the importance of speaking and listening in our democratic society within a culturally diverse world.~~ analyze the purpose and recognize the effects of fact, fiction, opinion, bias, and stereotypes in media messages on diverse groups of people, including Montana American Indians;
- (d) apply appropriate norms, rules, laws, and etiquette in the use and creation of media messages;
- (e) analyze the inherent consequences to self and others in the use and creation of media messages;
- (f) create and analyze media messages for specific audiences and purposes;  
and
- (g) identify how media messages embed values and influence individuals, cultures, and societies.

AUTH: 20-2-114, MCA

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

10.54.3643 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for speaking and listening communication arts media literacy content standard 4 for a student upon graduation is the ability to:

(a) analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media; evaluate how techniques and technologies influence the meaning and effectiveness of the media messages;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and evaluate the credibility of the sources of media messages;

(c) analyze the legal and ethical issues associated with responsible communication. evaluate the impact of fact, opinion, bias, and stereotypes in media messages about diverse groups of people, including Montana American Indians;

(d) apply knowledge and evaluate the impact of norms, rules, laws, and etiquette in the use and creation of media messages;

(e) evaluate the inherent consequences to individuals and societies in the use and creation of media messages;

(f) create and evaluate media messages for a variety of audiences and purposes; and

(g) analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies.

AUTH: 20-2-114, MCA

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

6. The board proposes to repeal the following rules:

10.54.3010 READING CONTENT STANDARD 1 AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3020 READING CONTENT STANDARD 2 AUTH: 20-2-114, MCA;  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3030 READING CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3040 READING CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3050 READING CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3210 LITERATURE CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3220 LITERATURE CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3230 LITERATURE CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3240 LITERATURE CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3250 LITERATURE CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3410 WRITING CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3420 WRITING CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3421 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3430 WRITING CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3440 WRITING CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3450 WRITING CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR

END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3460 WRITING CONTENT STANDARD 6 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 AUTH: 20-2-114,

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

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54. 3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-

101, MCA

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

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10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION AUTH: 20-2-114, MCA; IMP: 20-2-121, 20-3-106, 20-7-101, MCA

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

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

9. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 7 above or may be made by completing a request form at any rules hearing held by the board.

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

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

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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 November 16, 2009.



January 2010

## Cost Analysis for Implementation of Content Standards and Performance Descriptors

### Communication Arts

1. The Board of Public Education has established a five-year cycle of revision for the Montana Content Standards and Performance Descriptors. In 2010, the Board of Public Education will adopt revisions to the Communication Arts content standards and performance descriptors. The revised standards will replace the previous standards for Communication Arts.
2. Since 1989, ARM 10.55.603 (1) requires local school districts to "incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally."
3. Since 1989, ARM 10.55.603(2)(b) requires school districts to "review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the [district's] five-year comprehensive education plan. ..." ARM 10.55.603(2)(c) requires school districts to "at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan."
4. The revised content and performance standards include benchmarks for performance (what a student should know and be able to do) at the end of grades 4, 8 and upon graduation. The rules also include performance descriptors, which describe for the benchmark grades the level of attainment that is expected of a student at each of the performance levels: advanced, proficient, nearing proficiency and novice.
5. For the 2009-10 school year, the Communication Arts Curriculum Specialist at the Office of Public Instruction (OPI) will work with Montana educators on developing model curricula for use by school districts. The Office of Public Instruction has developed a dissemination plan for providing regional training to educators in the five regional educational service areas used by the OPI and the K-12 community. The dissemination plan uses a "train-the-trainer" model.
6. School systems will not need to hire additional staff to implement the content standards and performance descriptors for Communication Arts. Within each school system, teachers, administrators and specialists work together in a cooperative effort to align, review and update the district curriculum with the content standards and performance descriptors on a regular basis.
7. The Montana Legislature appropriated funding to the OPI to provide regional trainings and forums on local curriculum development for school personnel. This funding supports training, materials, and facility rentals for the training. School districts are expected to draw from their existing resources to fund the travel costs and substitute pay that are associated with attending training outside of the school district (as they do for any curriculum area).
8. A school district may elect to change its instructional materials and supplies in accordance with the curriculum changes that the district adopts to align with the revised standards. The expenses associated with materials and supplies would not be over and above the amount that a district currently spends to support its Communication Arts curriculum.
9. The revised standards for Communication Arts are not projected to increase school district costs or expenditures.

## **Board of Public Education**

Hearing on the proposed adoption of New Rules I through New Rule XVI, the amendment of ARM 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3643, and the repeal of ARM 10.54.3010 through 10.54.3013, 10.54.3020 through 10.54.3023, 10.54.3030 through 10.54.3033, 10.54.3040 through 10.54.3043, 10.54.3050 through 10.54.3053, 10.54.3087 through 10.54.3098, 10.54.3210 through 10.54.3213, 10.54.3220 through 10.54.3223, 10.54.3230 through 10.54.3233, 10.54.3240 through 10.54.3243, 10.54.3250 through 10.54.3253, 10.54.3287 through 10.54.3298, 10.54.3410 through 10.54.3413, 10.54.3420 through 10.54.3423, 10.54.3430 through 10.54.3433, 10.54.3440 through 10.54.3443, 10.54.3450 through 10.54.3453, 10.54.3460 through 10.54.3463, 10.54.3487 through 10.54.3498, 10.54.3687 through 10.54.3698, 10.54.3810 through 10.54.3813, 10.54.3820 through 10.54.3823, 10.54.3830 through 10.54.3833, 10.54.3840 through 10.54.3843, 10.54.3887 through 10.54.3898, pertaining to communication arts content standards and performance descriptors.

**December 17, 2009 9:00 AM**

Those present at the hearing: Ms. Kris Goyins, OPI; Ms. Lynda Brannon, MIEA; Dr. Claudette Morton, MSSA; Mr. Peter Donovan, CSPAC; Mr. Michael Hall, OPI; Dr. Linda Vrooman Peterson, OPI; Mr. Steve Meloy, BPE; and Ms. Carol Will, BPE.

### **Proponents:**

- Ms. Lynda Brannon, MIEA, stated that the Montana Indian Education Association was pleased with the communication arts standards as noticed. Ms. Brannon provided a letter dated December 15, 2009 to the Board of Public Education from Robyn Baker, Board Member of MIEA, expressing gratitude to all who have put forth the effort and diligence in ensuring the inclusion of Indian Education for All in each of the communication arts standards.
- Dr. Claudette Morton, Montana Small Schools Alliance, acknowledged how the standards changed over the years and was pleased to see they are comprehensively integral to each other.

**The Board of Public Education appreciates the comments in support of the proposed rules from Ms. Lynda Brannon and Dr. Claudette Morton.**

### **Opponents:**

There were none.

## General Comments:

- Ms. Kris Goyins, Communication Arts Curriculum Specialist, OPI, recommended the following grammatical changes:
  - ✓ P. 2198 NEW RULE II BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) (f) identify and practice conventions of standard written English (e.g., usage, punctuation, and spelling), for appropriate purpose, audience, and form;
  - ✓ P. 2198 NEW RULE II BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) (j) use an information problem solving process to research a topic;
  - ✓ P. 2198 NEW RULE III BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) (f) apply conventions of standard written English (e.g., usage, punctuation, and spelling) appropriate for purpose, audience and form;
  - ✓ P. 2198 NEW RULE III BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) (j) use an information problem solving process to collect and utilize information to research a topic;
  - ✓ P. 2199 NEW RULE IV BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 UPON GRADUATION (1) (j) use an information problem solving process to effectively synthesize information to research a topic;
  - ✓ P. 2202 NEW RULE VII GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (1) A student at the nearing proficiency level in communication arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at a low level of complexity and difficulty, is able to demonstrate those skills.
  - ✓ P. 2204 NEW RULE VIII GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and, with teacher guidance, is beginning to attain a foundation of knowledge and skills.
  - ✓ P. 2226 10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) (g) recognize that media messages embed values and influence individuals, cultures, and societies.

**The Board of Public Education recognizes and accepts the grammatical corrections in the proposed language.**

### **Written Comments:**

- Ms. Kris Goyins recommended the following grammatical changes via an e-mail on December 17, 2009:
  - ✓ P. 2210 NEW RULE XII GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and, with teacher guidance, is beginning to attain a foundation of knowledge and skills.
  - ✓ P. 2216 NEW RULE XVI UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (1) A student at the novice level in communication arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and, with teacher guidance, is beginning to attain a foundation in prerequisite knowledge and skills.

**The Board of Public Education recognizes and accepts the grammatical corrections in the proposed language.**

- Dr. Claudette Morton submitted written testimony as the Executive Director of the Montana Small Schools Alliance. She stated, “These new standards are the best that ... [were] ever proposed. They represent the cutting edge of research in communication arts as well as an understanding of what works and what our students need to be successful.”

**The Board of Public Education appreciates the comments in support of the proposed rules from Dr. Claudette Morton.**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

- PRESENTATION:** Report on Corrective Plans Submitted by Schools Receiving Advice or Deficiency Accreditation Status for the 2008-09 School Year
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** It is the intent to provide to the Board of Public Education a final report on the corrective plans required of schools that received either Advice or Deficiency accreditation status for the 2008-09 school year. This final report verifies the current status of those plans following a review of the 2009 Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also includes comments and recommendations for certain school corrective plans that the state superintendent has determined to be incomplete, or not adequate to address the deviations that led to the Advice or Deficiency status determination.
- REQUESTED DECISION(S):** Approve the State Superintendent's Report
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

# Summary of Corrective Plans Submitted by Schools Receiving Advice or Deficiency Status for 2008-2009

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

## BIG HORN COUNTY

### Hardin High School: SY 2006-07 Deficiency Status

10.55.708.1 Teacher is assigned to teach Family Consumer Sciences in grade(s) 9-12 with a secondary level license endorsed for Business Education. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program. 1<sup>st</sup> yr.

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

**2006-2007 Response:** FCS teacher is now in the Northern Plains Transition to Teaching program at MSU Bozeman and will complete her endorsement in FCS by 2009-10.

**OPI Review/Recommendation – 12/07 – Library is not a deviation this year due to decline in enrollment (current enrollment – 499). Recommend approval of plan for FCS teacher.**

### Hardin High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher assigned to teach Geography in grade(s) 11-12 with an elementary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

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

**2007-2008 Response:** FCS teacher will finish the Northern Plains Transition to Teaching program at MSU by the summer of 2009. Elementary teacher will not be teaching Geography. **Family Consumer Science teacher removed from teaching.**

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

### Hardin High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

**2008-09 Response:** Non-licensed teacher is no longer employed. Librarian working towards acceptance in library internship program at MSU. Should be accomplished by the end of the current year.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

**Hardin Intermediate School: SY 2007-08 Advice Status**

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for English, Art, and Psychology. This is the first year the district has misassigned this teacher.

**2007-08 Response:** Teacher is enrolled in an Elementary Ed. Program. Detailed course of action and timeline submitted.

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

**Hardin Intermediate School: SY 2008-09 Deficiency Status**

10.55.708.1 Teacher is assigned to teach Elementary Self-contained (only) with a secondary level license endorsed for English, Art, and Psychology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

**2008-09 Response:** Teacher is progressing in completing elementary education program. Now projected to be completed by the end of the current year.

**OPI Review/Recommendation – 12/09 – Continue to monitor.**

**Hardin Primary: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana license.

**2008-09 Response:** Teacher now holds a valid Class 5 license.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

**Crow Agency School: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana license.

**2008-09 Response:** Teacher is no longer employed with the district.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

**Pryor (All schools): SY 2004-05 Advice Status, SY 2005-06 Deficiency Status**

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

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

**2004-2005 Response:** None

**OPI Review/Response – 2/03/06 – Deviations have not been corrected.**

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

10.55.707.1 District using teachers who do not have valid Montana teaching license.

10.55.902.4 No world language in grades 7-8

10.55.904.2 No world language in grades 9-12

**2005-2006 Response:** District will be using licensed teachers by SY 2006-07. Fire code issues have been resolved – report will be forthcoming. German will be offered beginning in SY 2006-07.

**OPI Review/Response – 2/16/07**

**Pryor Elementary – Plan accomplished; librarian is now not endorsed – 1<sup>st</sup> yr.**

**Pryor 7-8 - School no longer using non-licensed teachers and facilities issues have been resolved.**

School does not offer required basic instructional program – Vocational and world language courses are not offered. Librarian is not endorsed – 1<sup>st</sup> yr.

**Plenty Coup HS – School no longer using non-licensed teachers and facilities issues have been resolved. School does not offer required basic instructional program – no world language courses are offered. Librarian is not endorsed – 1<sup>st</sup> yr.**

**Pryor 7-8: SY 2006-07 Deficiency Status**

10.55.709 Teacher does not have a library endorsement. 1<sup>st</sup> yr.

10.55.902.4 Basic instructional program is not met. Third occurrence. World language and vocational/technical education are not offered ½ unit each year in grades seven and eight.

**Plenty Coups High School: SY 2006-07 Deficiency Status**

10.55.709 Teacher does not have a library endorsement. 1<sup>st</sup> yr.

10.55.904.2 Basic instructional program is not met. World language is not offered two units each year at the high school level. Second occurrence.

**2006-07 Response: No improvement plan was submitted. Librarian now properly endorsed. World Language still not offered in 7-8 or two units at HS.**

**OPI Review/Recommendation – 12/07 – Worked with district to secure a plan. World Language now offered at 7-8. Two units of World Language at HS will consist of Spanish I and Crow Language classes.**

**Pryor 7-8: SY 2007-08 Deficiency Status**

10.55.902.4 Basic instructional program is not met. World language and vocational/technical education are not offered ½ unit each year in grades seven and eight. Fourth occurrence.

**2007-08 Response: No improvement plan was submitted. Recommend onsite visit and intensive technical assistance.**

**Plenty Coups High School: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2007-08 Response: No improvement plan was submitted. Recommend onsite visit and intensive technical assistance. Teacher licensed on December 21, 2007.**

**OPI Review/Response 2/10/2009: On-site visit conducted on 2/10/2009. Improvement plans with be submitted on time. Received improvement plan 2/17/2008 – World Language and Computers are being taught by an elementary certified teacher. Recommend approval but will continue to monitor.**

**Pryor Public Schools (All): SY 2008-09 Advice Status**

10.55.709.2 This school does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 38 students. First occurrence.

**2008-09 Response: Librarian is currently working on endorsement.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan but secure more specifics as to certification program and time line. Suggest to district that the librarian participate in internship program.**

**Lodge Grass 7-8: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

**OPI Review/Recommendation – 12/09 - Teacher now licensed.**

**Lodge Grass High School: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9-11 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.

**OPI Review/Recommendation – 12/09 - Teacher now licensed. Science teacher now has broadfield endorsement.**

## **BLAINE COUNTY**

**Chinook Public Schools**

**Meadowlark School: SY 2008-09 Advice Status**

10.55.712.1 Class load exceeds maximum enrollment. One grade 1 class exceeds 20 students by two (2). Sufficient aide support is not provided. Third occurrence.

**2008-09 Response:** District will hire necessary para professionals to cover overloads.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

**Chinook High School: SY 2008-09 Advice Status**

10.55.708.1 Teacher is teaching Mathematics in high school with an elementary level license. 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

**2008-09 Response:** Teacher will participate in OPI endorsement internship program.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

## CARBON COUNTY

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

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

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

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

**OPI Review/Recommendation – 2/09 – Endorsement not received by February 1 – will continue to monitor and report back at May BPE meeting.**

### Bridger Elementary: SY 2008-09 Deficiency Status

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

**OPI Review/Recommendation – 12/09 – Teacher now properly licensed and endorsed.**

### Red Lodge High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 9-12 with a Career and Vocational level license endorsed for T&I - Graphic Arts. 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 is now licensed. Teacher is now endorsed to teach Physics.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## CARTER COUNTY

### Alzada School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 2 students. First occurrence.

10.55.710.3 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 2 students. First occurrence.

**2008-09 Response: None received.**

**OPI Review/Response: Teacher is now licensed. Notified the county superintendent/treasurer that a plan is needed for the other two issues. Will be working with her designee to secure one.**

## CASCADE COUNTY

### Belt 7-8: SY 2008-09 Advice Status

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

**2008-09 Response: District will develop a vocational program offering for the 7<sup>th</sup> and 8<sup>th</sup> grade.**

**OPI Review/Recommendation: Plan accomplished.**

## CHOUTEAU COUNTY

### Fort Benton 7-8: SY 2008-09 Advice Status

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

**OPI Review/Recommendation – 12/09 – Adjustments made and the deviation has been corrected.**

### Highwood Elementary: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license  
10.55.709 Teacher does not have a library endorsement. Third occurrence.

**2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program.**

**OPI Review/Recommendations – 12/09 – Plan accomplished.**

### Highwood Middle School: SY 2007-08 Advice

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

### Highwood Middle School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license  
10.55.709 Teacher does not have a library endorsement. Third occurrence.

**2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program.**

**OPI Review/Recommendations – 12/09 – Plan accomplished**

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

10.55.709 Teacher does not have a library endorsement. Third occurrence.  
10.55.708.1 Teacher is teaching Health/Physical Education in high school with an elementary level license. This is the first year the district has misassigned this teacher.

**2007-08 Response:** Will encourage the teacher to enroll in a librarian internship. Teacher will not be teaching PE next year

**OPI Review/Recommendation – 12/08 – Teacher not in an internship program. Recommend disapproval of the plan and a new plan be submitted by March, 2009.**

**Revised Response: Highwood Schools has submitted an alternative standard for library.**

**OPI Review/Recommendation – 3/08 – will evaluate the alternative and make a recommendation at the May BPE meeting.**

#### **Highwood High School: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license

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

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

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

**2008-09 Response: Teacher enrolled in Northern Plains Transition to Teaching Program. Now licensed. Librarian now enrolled in library internship program. District will be working with a community member to get a Class 5 to teach general shop classes. District will use distance learning for PE classes.**

**OPI Review/Recommendations – 12/09 – Plan accomplished**

## **DANIELS COUNTY**

#### **Scobey Elementary: SY 2007-08 Advice**

10.55.709.1 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 131 students. Second occurrence.

**2007-08 Response:** District has hired a retired, properly licensed librarian until a teacher becomes properly endorsed for the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

#### **Scobey Elementary: SY 2008-09 Advice**

10.55.709.1 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 132 students. Third occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One grade K and one grade 1 class exceed 20 students by one (1) each. Sufficient aide support is not provided. First occurrence.

**2008-09 Response:** District will hire a 1.0 FTE librarian for the 2009-10 school year. Para- professionals will be hired for class overloads.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

# FERGUS COUNTY

## Lewistown Public Schools

### Garfield School: SY 2006-07 Advice

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

### Highland Park School SY 2006-07 Advice

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

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

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 198 students. 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 2009-2010 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-2009 school year.

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

### Garfield School: SY 2007-08 Deficiency

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

### Highland Park School SY 2007-08 Deficiency

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

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

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

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

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

## Fergus High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

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

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

### Lewistown Elementary Schools On-Site Visit

**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.**

**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**

**OPI Review/Recommendations – 12/9 – Received notice from Lewistown in August stating the district would not be hiring the 1.0 FTE librarian. The district cited the failure of the May elementary levy and the subsequent budget constraints created by that failure. The district will closely examine the 2010-2011 budget and “hopefully if the funds are available” look again at hiring a librarian. A copy of the communication is provided.**

**Recommend disapproval of the most recent plan and move the district to Step 2 of the Response Options for Continuing or Serious Deviations.**

## FLATHEAD COUNTY

### Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.

10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.

10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31 students. Second occurrence.

**2004-2005 Response:** Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

**OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.**

**2005-2006 Response:** Bigfork School - no Response was forthcoming.

**OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5<sup>th</sup> yr.**

**2005-2006 Response:** Bigfork 7-8 – FCS teacher not endorsed and is not working towards endorsement. Health teacher is not endorsed and is not working towards endorsement.

**OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.**

#### **Bigfork 7-8: SY 2006-07 Advice**

10.55.708.1 Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program. 10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

**2006-07 Response:** District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

**OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for a acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.**

**OPI Review/Recommendation – 05/08 – OPI continues to work with the district to develop an acceptable plan. Meeting was held in Bigfork with the administration on 3/31/08. Plan is 90% complete. Will continue process and report back at July BPE meeting.**

#### **Bigfork 7-8: SY 2008-09 Deficiency**

10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

**OPI Review/Recommendations – 12/09 - Approved plan progressing – will continue to monitor.**

### Somers Middle School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach General Shop in grades 7-8 with a secondary level license endorsed for Physical Education and Health. This is the second year the district has misassigned the teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

**2008-09 Response: Both teachers no longer employed by the district.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

### West Valley School: SY 2008-09 Advice Status

10.55.705.1(b)(ii) The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.2 and enrollment is 274. This is the first year for this deviation..

10.55.708.1 Teacher is assigned to teach all Title I in grades 3-5 with a secondary license endorsed for Math and Psychology. This is the first year the district has misassigned the teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) The school does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 274. This is the second year for this deviation.

**2008-09 Response: There is not sufficient funds to hire additional administrative FTE. Title I teacher was a coding error. There must have been a coding error as well with the librarian as they employ a full-time librarian.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of administrative FTE plan. Will request an additional plan by the March 2010 BPE meeting.**

### Swan River 7-8: SY 2008-09 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grades 7-8 with a secondary level license endorsed for Social Studies Broadfield.. This is the second year the district has misassigned the teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.7112.2 Multi-grade classroom exceeds maximum class size. Combination grades 7-8 exceeds 30 by six (6) An overload of five (5) students is considered excessive. This is the first year for this deviation.

10.55.902.4 Basic instructional program is not met. Career Technical Education is not offered ½ unit each year in grades 7-8. This the first year for this deviation.

**2008-09 Response: No plan was received.**

**OPI Review/Recommendation – 12/09 – Will request an continue to request a plan for the March 2010 BPE meeting.**

### Fair-Mont Egan (All Schools): SY 2004-05 Advice Status

10.55.703 Principal does not have an administrator's license endorsed for elementary or secondary principal.

**2004-2005 Response:** Principal is currently enrolled in a state accredited masters in public administration program.

**OPI Review/Response – 2/03/06 – Recommend disapproval of plan. Principal needs to be enrolled in an educational administration program.**

**2005-2006 Response:** No additional plan was forthcoming.

**OPI Review/Response – 2/16/07 –** Principal is still not endorsed and not enrolled in an intern program or course of study for school administration. School will move to Deficiency Status.

**Fair-Mont-Egan School: SY 2006-07 Deficiency**

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. 3<sup>rd</sup> yr.  
10.55.708.1 Teacher is assigned to teach Health & Physical Education in grade 6 with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**Fair-Mont-Egan 7-8: SY 2006-07 Deficiency**

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary or secondary principal. 3<sup>rd</sup> yr.  
10.55.708.1 Teacher is assigned to teach General Social Science, Math, and English/Language Arts in grades 7, 7-8, and 8, respectively, with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**OPI Review/Recommendation – 12/07 –** On 10/24/07 meeting was held with county superintendent, board chair and administrator. An adequate resolution and improvement plan was developed. Completion of proper endorsement is scheduled for summer of 2008. County superintendent will monitor. Recommend approval of plan.

**Fair-Mont-Egan Schools: SY 2007-08 Deficiency Status**

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. Fourth occurrence.

**2007-08 Response:** Principal completed degree and applied for a Montana Class 3 license.

**OPI Review/Recommendation – 12/08 –** Principal endorsement pending in licensure. Will continue to monitor.

**OPI Review/Recommendation – 3/09 –** Principal received the proper endorsement on 1/14/09 – Plan completed

**Fair-Mont-Egan Schools: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(a) School does not provide a half-time (.5 FTE) licensed librarian for a student population of 126-250 students. First year for this deviation.

**2008-09 Response:** Teacher received Class 5 liense after December 1 deadline – now current. District has added additional library FTE.

**OPI Review/Recommendation – 12/09 –** Plan accomplished.

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

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

10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two (2) and three by four (4) each. One combination grade PK-K exceeds 20 students by three (3). Third occurrence.

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

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

#### **Helena Flats School: SY 2008-09 Deficiency 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 .423 FTE for 169 students. Fourth occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One grade K exceeds 20 students by five (5) and one grade 4 by nine (9). An overload of five (5) students is considered excessive. Fourth occurrence.

**2008-09 Response: Incomplete.**

**OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.**

#### **Helena Flats 7-8: SY 2008-09 Advice Status**

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2008-09 Response: Incomplete.**

**OPI Review/Recommendation – 12/09 - will request additional plan elements for March 2010 BPE meeting.**

#### **Whitefish Public Schools**

##### **Whitefish - LA Muldown: SY 2004-05 Advice Status**

10.55.705 LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 615.) Second occurrence.

10.55.710 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.5 FTE for 615 students.

**2004-2005 Response:** Will have two full-time principals for the 2006-07 school year, after completed construction of facilities. Additional counseling will be hired for the 2006-07 school year to fulfill the need.

**OPI Review/Response – 2/03/06 – Plan not acceptable. Recommend disapproval of plan.**

**2005-2006 Response:** No additional proposed corrective action submitted.

**OPI Review/Response – 2/16/07 – Principal and librarian FTE deviations continue. No plan to correct apparent.**

### **LA Muldown School: SY 2006-07 Deficiency**

10.55.705.1(c) LA Muldown School does not employ two principals who devote full time to supervision and administration. (School's current enrollment is 610.) 4<sup>th</sup> yr.

10.55.710.2 LA Muldown School does not provide the minimum equivalent of one full-time counselor for each 400 students. 3<sup>rd</sup> yr. The school currently needs 1.525 FTE for 610 students.

### **Whitefish – LA Muldown: SY 2007-08 Deficiency Status**

10.55.705.1(c) School does not employ two principals who devote full time to supervision and administration. School's current enrollment is 610. Fifth occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.533 FTE for 613 students. Fourth occurrence.

**2007-08 Response:** The district with budget limitations has assigned an increase of 1.5 FTE administrators for the 2008-09 school year. Future increase in funding allowed will allow us to assign 2.0 FTE's. The district has increased counseling services to 1.5 FTE for the 2008-09 school year.

**OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Recommend approval.**

### **Whitefish – LA Muldown: SY 2008-09 Deficiency Status**

10.55.705.1(c) School does not employ two principals who devote full time to supervision and administration. School's current enrollment is 610. Sixth occurrence.

**2008-09 Response:** The district will assign an increase to the required 2.0 administrative FTE beginning in 2009-2010.

**OPI Review/Recommendation – 12/09 – Plan not accomplished.**

### **Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status**

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

**2004-2005 Response:** Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient. District will assign existing full-time librarian to Central 7-8 School.

**OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.**

**2005-06 Response:** No additional proposed corrective action submitted.

**OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6<sup>th</sup> yr.**

### **Whitefish – Central 5-6: SY 2007-08 Advice Status**

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.78 and 277 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 277 students. Second occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.69 FTE for 277 students. First occurrence.

**2007-08 Response:** Will increase principal FTE to 1.0 FTE. Will have .5 FTE librarian & .5 FTE aide. Will increase counselor FTE to meet requirements.

**OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Has applied for a library alternative. Recommend approval.**

#### **Whitefish – Central 5-6: SY 2008-09 Advice Status**

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.574 and 263 students. Second occurrence.

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

**2007-08 Response:** The district will assign an increase to 1.0 administrative FTE. District will keep staffing pattern for librarian at this time.

**OPI Review/Recommendation – 12/09 – Plan not accomplished for administrative FTE. Recommend disapproval of retaining current library staffing plan for 5-8 building.**

#### **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 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.**

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

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

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

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

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

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

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

**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.**

### Whitefish Central 7-8: SY 2008-09 Deficiency Status

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. Eighth occurrence.

**2008-09 Response: District will keep current library staffing plan for 5-8 building.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of retaining current library staffing plan.**

**Recommend moving the Whitefish Central 5-6 and Whitefish Central 7-8 to Step 1 of the Response Options for Continuing or Serious Deviations.**

## GALLATIN COUNTY

### Bozeman Public Schools

#### Emily Dickinson School: SY 2008-09 Advice Status

10.55.709.1(c) The school does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 504 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two grade 4 classes exceed 28 students by two (2) each. Sufficient aide support is not provided. First occurrence.

**2007-08 Response: Both deviations will be corrected either by enrollment changing or the addition of additional library FTE or aide support in the case of the overloads.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## GOLDEN VALLEY COUNTY

### Lavina 7-8: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

### Lavina High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.902.4 Basic instructional program is not met. World Language is not offered two units each year at the high school level. First occurrence.

**2007-08 Response: Teacher has proper certification**

**OPI Review/Recommendation – 12/08 – Plan accomplished**

### Lavina 7-8: SY 2008-09 Deficiency Status

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. Second occurrence.

**2008-09 Response: School plans to offer world language via ITV by the fall of 2009.**

**OPI Review/Recommendation – 12/09 - Plan accomplished**

**Lavina High School: SY 2008-09 Deficiency Status**

10.55.902.4 Basic instructional program is not met. World language is not offered two units each year at the high school level. Second occurrence.

**2008-09 Response: School plans to offer world language via ITV by the fall of 2009.**

**OPI Review/Recommendation – 12/09 - Plan accomplished.**

## **JEFFERSON COUNTY**

**Montana City School: SY 2008-09 Deficiency Status**

10.55.705.1(b)(ii) The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.217 and enrollment is 273. First occurrence.

10.55.709.1(b) The school does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 273 students. Third occurrence.

10.55.710.2 The school does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.683 FTE for 273 students. First occurrence.

**OPI Review/Recommendation – 12/09 – District has added all necessary FTE and corrected the above deviations.**

## **JUDITH BASIN COUNTY**

**Hobson 7-8: SY 2006-07 Deficiency**

10.55.707.1 Teacher does not have a valid Montana teaching license. 1<sup>st</sup> yr.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1<sup>st</sup> yr.

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

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

**2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.**

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor**

**Revised Response: Misassigned teacher is working with Prescott College and has a detailed plan to complete the coursework necessary for an Art endorsement by April, 2010.**

**OPI Review/Recommendation – 3/09 – Recommend approval of the plan**

**Hobson High School: SY 2006-07 Deficiency**

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2006-07 Response:** Non-licensed teacher no longer employed. World Language will continue to be offered to 7<sup>th</sup> and 8<sup>th</sup> – ½ unit each year. Will insure it is properly noted on ADC.

**OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows the planned changes have been made.**

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

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

**2007-08 Response:** Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor**

**Revised Response:** Misassigned teacher is working with Prescott College and has a detailed plan to complete the coursework necessary for an Art endorsement by April, 2010.

**OPI Review/Recommendation – 3/09 – Recommend approval of the plan**

**2008-09 Response:** Misassigned teacher is scheduled to complete her endorsement by spring 2010. In the interim, the district has hired a member of the community – a former 7-12 art teacher – to assist the misassigned teacher in the classroom.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

**Stanford School: SY 2008-09 Deficiency Status**

10.55.707.1 Teacher does not have a Montana license.

**2008-09 Response:** Teacher's fingerprints were finally able to be read. Now licensed.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

**Stanford 7-8: SY 2008-09 Advice Status**

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

**2008-09 Response:** Classes offered through University of North Dakota on-line.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

**Stanford High School: SY 2008-09 Advice Status**

10.55.904.2 Basic instructional program is not met. World language is not offered two units each year at the high school level. First occurrence.

**2008-09 Response:** Classes offered through University of North Dakota on-line.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## LAKE COUNTY

### Charlo Elementary School: SY 2008-09 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 30.0. Second occurrence.

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

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. First occurrence.

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

### Charlo 7-8: SY 2008-09 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 30.0. Second occurrence.

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

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

### Charlo High School: SY 2008-09 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 30.0. Second occurrence.

10.55.708.1 Teacher is teaching Earth Science, Bio/Physiology, and AP Environmental Science in high school with an elementary level license. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

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

10.55.709.1(a) The school does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 127 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Two PE classes by two (2) and six (6), respectively. An overload of five (5) students is considered excessive

**2008-09 Response: Will be hiring a full time superintendent and properly licensed and endorsed librarian for the 2009-10 school year. Science teacher is getting a Masters in Science Ed degree. PE teacher is assisted by another certified teacher and an aide.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of plan due to last two corrective actions. Will request a new plan for the March 2010 BPE meeting.**

## LEWIS and CLARK

### Helena Public Schools

#### Broadwater School: SY 2006-07 Advice Status

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

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.  
10.55.710.2 Broadwater School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .668 FTE for 267 students. 1<sup>st</sup> yr.

**2006-07 Response:** Librarian FTE now in place. Recommend disapproval of counseling plan.

**Broadwater School: SY 2007-08 Deficiency Status**

10.55.710.1 Broadwater School does not provide school counseling services at the elementary level. The school currently needs 0.670 FTE for 268 students. Second occurrence.

**2007-08 Response:** Applied for a counseling alternative.

**OPI Review/Recommendation – 12/08 – Counseling alternative was approved. Plan accomplished**

**Bryant School: SY 2006-07 Advice Status**

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) K-5 with a secondary level license endorsed for Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Bryant School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1<sup>st</sup> yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade 2 exceeds 20 students by one (1). 2<sup>nd</sup> yr.

**2006-07 Response:** District will hire librarian and counselor as funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Bryant School: SY 2007-08 Deficiency Status**

10.55.709.1(b) Bryant School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 259 students. First occurrence.

10.55.710.1 Bryant School does not provide school counseling services at the elementary level. The school currently needs 0.648 FTE for 259 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade K classes exceed 20 students by two (2) each. Third occurrence.

**2007-08 Response:** Plans to lower the enrollment to below 250 students. Applied for a counseling alternative.

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work on reducing enrollment through busing. Recommend approval and will monitor.**

**Four Georgians: SY 2006-07 Advice Status**

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 3<sup>rd</sup> yr.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Four Georgians School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.288 FTE for 515 students. 1<sup>st</sup> yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Grade one exceeds 20 students by one (1). Grade two exceeds 20 students by three (3) and one (1). 2<sup>nd</sup> yr.

**2006-07 Response:** District will hire librarian and counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Four Georgians: SY 2007-08 Deficiency Status**

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 510 students. Fourth occurrence.

10.55.710.1 Four Georgians School does not provide school counseling services at the elementary level. The school currently needs 1.275 FTE for 510 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Four Grade 2 classes exceed 20 students by one (1) each. Third occurrence.

**2007-08 Response: Made adjustments to attendance boundaries to bring the enrollment down to fewer than 500 for the 08-09 school year. Have applied for a counseling alternative. Have made plans to lower the enrollment in grade 2 to 20 students for each section.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to work at reducing enrollment through busing of kindergarten students to Warren. Recommend approval and will monitor.**

**Hawthorne School: SY 2005-06 Advice Status**

10.55.712.1 K class load exceeds maximum enrollment - no paraprofessional support provided – 3<sup>rd</sup> yr.

**2005-2006 Response:** Additional sections of kindergarten have been added district-wide.

**OPI Review/Response – 2/21/07 – No overloads – plan accomplished**

**Hawthorne School: SY 2006-07 Advice Status**

10.55.710.1 Hawthorn School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Hawthorn School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .623 FTE for 249 students. 1<sup>st</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Hawthorne School: SY 2007-08 Deficiency Status**

10.55.710.1 Hawthorne School does not provide school counseling services at the elementary level. The school currently needs 0.618 FTE for 247 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). First occurrence.

**2007-08 Response: Applied for a counseling alternative. Made plans to lower the enrollment in kindergarten to 20 students each.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten. Plan accomplished.**

**Jefferson School: SY 2006-07 Advice Status**

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Jefferson School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .580 FTE for 232 students. 1<sup>st</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Jefferson School: SY 2006-07 Deficiency Status**

10.55.710.1 Jefferson School does not provide school counseling services at the elementary level. The school currently needs 0.703 FTE for 281 students. Second occurrence.

**2007-08 Response: Applied for a Counseling alternative.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.**

**Jim Darcy School: SY 2006-07 Advice Status**

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Jim Darcy School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .658 FTE for 263 students. 1<sup>st</sup> yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade K exceeds 20 students by one (1). Two grade one classes exceed 20 students by one (1). 1<sup>st</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Jim Darcy School: SY 2007-08 Deficiency Status**

10.55.710.1 Jim Darcy School does not provide school counseling services at the elementary level. The school currently needs 0.658 FTE for 263 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by two (2); two Grade 1 classes exceed 20 students by one (1) each. First occurrence.

**2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.**

**Rossiter School: SY 2006-07 Advice Status**

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Rossiter School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.128 FTE for 451 students. 1<sup>st</sup> yr.

10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one (1). Two grade 2 classes exceed 20 students by one (1). 1<sup>st</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Rossiter School: SY 2007-08 Deficiency Status**

10.55.710.1 Rossiter School does not provide school counseling services at the elementary level. The school currently needs 1.095 FTE for 438 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K class exceeds 20 students by two (2); two Grade 1 classes exceed 20 students by one (1) each. Second occurrence.

**2007-2008 Response: Applied for a Counseling alternative. Plans to lower the enrollment in kindergarten and grade 1 to 20 students in each section.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. No overload in kindergarten or grade 1. Plan accomplished.**

**Smith School: SY 2006-07 Advice Status**

10.55.710.1 Smith School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Smith School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .733 FTE for 293 students. 1<sup>st</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Smith School: SY 2007-08 Deficiency Status**

10.55.710.1 Smith School does not provide school counseling services at the elementary level.

The school currently needs 0.73 FTE for 292 students. Second occurrence.

**2007-2008 Response: Applied for a Counseling alternative.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. Plan accomplished.**

**Warren School: SY 2006-07 Advice Status**

10.55.710.1 Warren School does not provide school counseling services at the elementary level. 1<sup>st</sup> yr.

10.55.710.2 Warren School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .655 FTE for 262 students. 1<sup>st</sup> yr.

10.55.712.1 Class load exceeds maximum enrollment. Grade PK exceeds 20 students by one (1). 3<sup>rd</sup> yr.

**2006-07 Response:** District will hire counselor when funds become available.

**OPI Review/Recommendation – 12/07 – Recommend disapproval of plan.**

**Warren School: SY 2007-08 Deficiency Status**

10.55.710.1 Warren School does not provide school counseling services at the elementary level. The school currently needs 0.635 FTE for 254 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two Grade 1 classes exceed 20 students by one (1) each; one Grade 2 class exceeds 20 students by one (1). Fourth occurrence.

**2007-08 Response: Applied for a Counseling alternative. Plans to lower the enrollment in grades one and two to 20 students each.**

**OPI Review/Recommendation – 12/08 – Counseling alternative approved. Continue to reduce enrollments through moving children to other schools. Recommend approval.**

### **CR Anderson Middle School: SY 2007-08 Advice Status**

10.55.705.1(c) CR Anderson Middle School does not employ 3.0 FTE administrators/principals. School's current enrollment is 1057. First occurrence.

10.55.710.2 CR Anderson Middle School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 2.643 FTE for 1057 students. First occurrence.

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

**2007-08 Response: Working on attendance boundaries to get below 1000 students. Will meet the administrative standard with 2.5 FTE for the 08-09 school year. Same for counseling. World languages will be offered at the 8<sup>th</sup> grade level for all students and options will be made available to students in grade seven.**

**OPI Review/Recommendation – 12/08 – Plan accomplished.**

### **Helena Middle School: SY 2005-06 Advice Status**

10.55.713.2 Class loads exceed maximum enrollment – 3<sup>rd</sup> yr.

**2005-2006 Response:** Will monitor.

**OPI Review/Response – 2/21/07 – Overloads continue – 4<sup>th</sup> yr. – school will move to Deficiency Status.**

### **Helena Middle School: SY 2006-07 Deficiency Status**

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Five health/physical education classes are overloaded. 4<sup>th</sup> yr.

**OPI Review/Recommendation – 12/07 – Deviation corrected.**

### **Helena Middle School: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2007-2008 Response: Teacher now has a valid license.**

**OPI Review/Recommendation – 12/08 – Plan accomplished.**

### **Helena High School: SY 2004-05 Advice Status**

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

**2004-2005 Response:** Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

**OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.**

### Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4<sup>th</sup> yr. Twenty-six classes are overloaded.

**2005-2006 Response:** Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

**OPI Review/Response – 2/21/07 – Plan accomplished**

### Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1<sup>st</sup> yr.

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

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

**2006-07 Response:** Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

**OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.**

**OPI Review/Recommendations – 05/08 – Awaiting plan update. Met with superintendent and district administrative team on 02/09. The district is planning to pursue an alternative standard for the elementary guidance deviations. Administrator at high school still not endorsed. Will continue process and report back at July BPE meeting.**

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

10.55.703.1(c) Principal does not have an administrator's license endorsed for secondary principal. Second occurrence.

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

**2007-08 Response:** A new administrator with the correct endorsement has been hired. The Science teacher will be teaching within his endorsement during the 2009-10 school year.

**OPI Review/Recommendation – 12/08 – Administration assignment corrected. Will continue to monitor the Science teacher during the 2009-10 ADC cycle.**

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

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9-10 with a secondary level license endorsed for History and Spanish. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.  
10.55.713.2 Class load exceeds maximum enrollment of 30 students. One math and one social studies class by one (1) each. First year for this deviation.

**2008-09 Response: Geography teacher will be reassigned. General Science teacher retires at the end of 2009-10 school year. Will be replaced with a broadfield science major. Class loads for the 2009-10 school year projected at 30 or less.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

**Bryant School: SY 2008-2009 Deficiency Status**

10.55.709.1(b) Bryant School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 263 students. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Three grade 2 classes exceed 20 students by one (1) each and one grade K by one (1). Sufficient aide support is not provided. Fourth occurrence.

**2008-09 Response: Both deviations will be corrected for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

**Four Georgians School: SY 2008-2009 Deficiency Status**

10.55.709.1(a) Four Georgians School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. Current enrollment is 520 students. Fifth occurrence.

10.55.712 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by one (1) each; two grade 1 by one (1) each; and two grade 1 by two (2) each. Sufficient aide support is not provided. Fourth occurrence.

**2008-09 Response: Enrollment projections will correct both.**

**OPI Review/Recommendation – 12/09 – Plan not accomplished. Request new plan for March 2010 BPE meeting.**

**Rossiter School: SY 2008-2009 Advice Status**

10.55.712. Class load exceeds maximum enrollment. Two grade K exceed 20 students by one (1) each; two grade 1 by two (2) each; and two grade 2 by two (2) each. Sufficient aide support is not provided. Third occurrence.

**2008-09 Response: Enrollment projections will correct both.**

**OPI Review/Recommendation – 12/09 – Plan not accomplished. Request new plan for March 2010 BPE meeting.**

**Warren School: SY 2008-2009 Deficiency Status**

10.55.712.1 Class load exceeds maximum enrollment. Two grade 2 exceeds 20 students by two (2) each. Sufficient aide support is not provided. Fifth occurrence.

**2008-09 Response: Enrollment projections will correct both.**

**OPI Review/Recommendation – 12/09 – Plan not accomplished. Request new plan for March 2010 BPE meeting.**

## LINCOLN COUNTY

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

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

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 516 students. Second occurrence.

**2007-08 Response: Teacher will not teach in a field not endorsed in. Unable to find a certified librarian, placed an endorsed teacher in the position. She has completed more than half her endorsement.**

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.**

**Revised Response: A math teacher is working with UM-Western and will be completed with the coursework May 6, 2009.**

### Libby High School: SY 2008-09 Deficiency Status

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 516 students. This is the third year for this deviation.

**2008-09 Response: Librarian will have completed her endorsement by the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 Plan accomplished.**

### Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1<sup>st</sup> yr.

10.55.713.2 3 classes are overloaded. Second occurrence.

**2005-06 Response:** District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

**OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2<sup>nd</sup> yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem – two PE classes with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.**

### Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3<sup>rd</sup> yr.

**2006-07 Response:** Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

**OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.**

**Revised Response:** The district is reorganizing the industrial arts program to match endorsements of teacher. At the 7/8 level staff is being reassigned to alleviate deviation.

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

#### **Troy High School: SY 2007-08 Deficiency Status**

10.55.708.1 Teacher is assigned to teach Metal Working/Welding and Small Engines in grade(s) 9-12 with a secondary level license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Three classes are overloaded by two (2), six (6), and seven (7), respectively. Fourth occurrence.

**2007-08 Response:** In the process of reorganizing the industrial arts program with the intent of offering courses that are useful to students but within the endorsements of existing staff.

**OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A request for a new plan will be made for the March BPE meeting. Will suggest a Class 4 license for welding.**

**OPI Review/Recommendation – 2/09 – Pursuing the Class 4 license for welding. Recommend approval of the plan**

#### **Troy 7-8: SY 2008-09 Deficiency Status**

10.55.708.1 Teacher is assigned to teach English/Language Arts and Reading in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Journalism in grade(s) 7-8 with a secondary level license endorsed for Mathematics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2008-09 Response:** Both misassignments will be corrected by the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

#### **Troy High School: SY 2008-09 Deficiency Status**

10.55.708.1 Teacher is assigned to teach Metal Working/Welding in grade(s) 10 -12 with a Class 4 secondary license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. One health class by two (2). Fifth occurrence.

**2008-09 Response:** Both misassignments will be corrected by the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## MC CONE COUNTY

### Circle High School: SY 2008-09 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2008-09 Response:** Art teacher was on one year leave of absence and the district could not find a licensed art teacher so used a local artist for one year. The regular teacher will be back for the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## MISSOULA COUNTY

### Seeley Lake (All Schools): SY 2005-06 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal.

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2004-2005 Response:** School will have issue of non-licensed teacher and non-endorsed administrator resolved by SY 2006-07.

**OPI Review/Response – 2/15/07 – Plan accomplished**

### Seeley Lake (All Schools): SY 2006-07 Deficiency Status

10.55.702.1 New administrator does not have an administrator's license endorsed for superintendent.

10.55.703.1(c) New administrator does not have an administrator's license endorsed for elementary principal.

**2006-07 Response:** Administrator is in program will finish in June 2008 and be properly endorsed beginning with the 2008-09 school year.

**OPI Review/Recommendation – 12/07 – Recommend approval of plan.**

### Seeley Lake (All Schools): SY 2007-08 Deficiency Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the third year that the district has not employed a properly endorsed superintendent.

**2007-08 Response:** By June, 2008 will meet the requirements for the Superintendent's endorsement.

**OPI Review/Recommendation – 12/08 – Taking the final two courses at MSU Spring of 2009. Will be completed by May, 2009. Recommend approval of the plan and will continue to monitor.**

### Seeley Lake (All Schools): SY 2008-09 Deficiency Status

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the fourth year that the district has not employed a properly endorsed superintendent.

**2008-09 Response:** District will hire a properly endorsed administrator for the 2009-10 school year.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## Target Range 7-8: SY 2008-09 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 32.6. First year for this deviation.

10.55.709.2 The school does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 121 students. First year for this deviation.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Two PE classes by two (2) and six(6), respectively. An overload of five (5) students is considered excessive. Second year for this deviation.

**2008-09 Response: District will correct all three deviations for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## MUSSELSHELL COUNTY

### Melstone High School – SY 2008-09 Advice Status

10.55.902.2 Basic instructional program is not met. World language is not offered two units each year at the high school level. First year for this deviation.

**2008-09 Response: World language will be offered as required for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## PARK COUNTY

### Gardiner 7-8 – SY 2008-09 Advice Status

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2008-09 Response: World language will be offered as required for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan not accomplished. Will provide update at the March 2010 BPE meeting.**

## PONDERA COUNTY

### Miami Elementary School: SY 2008-09 Advice Status

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary license endorsed for English and History. This is the first year the district has misassigned this teacher and the first year the district has misassigned this position.

**2008-09 Response: The teacher is required to complete her elementary endorsement by the 2010-11 school year.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan.**

## RAVALLI COUNTY

### Darby 7-8: SY 2008-09 Advice Status

10.55.709 School does not have sufficient library FTE. 2<sup>nd</sup> year for this deviation.

**2008-09 Response: School will submit alternative standard application for each deviation.**

**OPI Review/Recommendation – 12/09 – Alternative standard has been submitted and is under review.**

### Florence-Carlton 7-8: SY 2006-07 Advice Status

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight.

**2006-07 Response:** District will apply for middle school status in the 2007-08 school year.

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

### Florence-Carlton 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach Reading in grade(s) 7 with a secondary level license endorsed for History and Physical Education and Health K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(a) Florence-Carlton 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 129 students. First occurrence.

10.55.902.4 Basic instructional program is not met. Vocational technical education is not offered ½ unit each year in grades seven and eight. Second occurrence.

**2007-08 Response: Teacher now has a valid teaching license. Teacher will not be misassigned during the 2008-09 school year. Hire 2 FTE librarians for the 2008-09 SY and have committed to employ one more FTE by 2010-2011. Will offer vocational technical education ½ unit each year in grades seven and eight.**

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor.**

### Florence-Carlton 7-8: SY 2008-09 Advice Status

10.55.709.1(a) School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. 2<sup>nd</sup> year for this deviation.

**2008-09 Response: District will be hiring an additional .5 licensed librarian for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

### Stevensville K-6: SY 2008-09 Advice Status

10.55.710 Teacher does not have a counseling endorsement. First year for this deviation.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. Second year for this deviation.

**2008-09 Response: The teacher is enrolled in a program to attain the necessary library endorsement and will finish in the summer of 2010.**

**OPI Review/Recommendation – 12/09 – Recommend approval of plan. Will suggest to the district that if completion date has to be extended, the district and the teacher need to consider the “library internship program.”**

## **ROOSEVELT COUNTY**

### **Brockton Elementary: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

**2007-08 Response: Teacher received a valid license on January 7, 2008. Teacher received a library endorsement during the past school year.**

**OPI Review/Recommendation – 12/08 – Plan completed**

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

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

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

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

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

**OPI Review/Recommendation – 2/09 – Submitted an unacceptable plan. 2009-2010 Accreditation may be in jeopardy.**

**OPI Review/Recommendation – 12/09 – Issue with non-licensed music teacher resolved during the summer. Will continue to monitor and schedule a visit to the district before March 2010 BPE meeting.**

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

10.55.702.1 Superintendent does not have an administrator’s license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 6 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach English/Language Arts, General Social Science and Music in grade(s) PK-6 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the**

**district both time and monetarily. English teacher is working toward an elementary certification and will be completed the summer of 2009.**

**OPI Review/Recommendation – 12/08 – recommend approval of the plan and will continue to monitor.**

#### **Frontier 7-8: SY 2007-08 Advice Status**

10.55.702.1 Superintendent does not have an administrator's license endorsed for superintendent. This is the first year that the district has not employed a properly endorsed superintendent.

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Earth Science. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Art, Latin and Music in grade(s) 7-8 with a secondary level license endorsed for Business Education. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Automotive Technology in grade(s) 7-8 with a secondary level license endorsed for Science (Broadfield) and Physical Education and Health (K-12). This is the third year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Keyboard/Word Processing in grade(s) 7-8 with a secondary level license endorsed for Family and Consumer Sciences and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

**2007-08 Response: Superintendent has received proper endorsement. Math teacher has been replaced with a certified elementary teacher. All misassigned teachers are receiving help from the district both time and monetarily. Art teacher is working toward an elementary certification and will be completed the summer of 2009. Corrected the auto tech and keyboarding by replacing courses with better aligned subject matter.**

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan and will continue to monitor**

**OPI Review/Recommendation – 12/09 – Plan is still in progress. Will continue to monitor.**

## **ROSEBUD COUNTY**

#### **Ashland Elementary: SY 2005-06 Advice Status**

**2005-2006 Response:** Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

**OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned.** World language is not offered via distance learning.

#### **Ashland 7-8: SY 2005-06 Advice Status**

**2005-2006 Response:** Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

**OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned.** World language is not offered via distance learning. School goes to Deficiency Status.

**Ashland Public Schools (All Schools): SY 2006-07 Advice Status**

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 2<sup>nd</sup> yr.

10.55.710.3 School and/or district with fewer than 125 students does not provide school counseling services. 2<sup>nd</sup> yr.

**2006-07 Response:** District will hire a counselor and arrange for one of the staff members to participate in librarian internship program.

**OPI Review/Recommendation – 12/07 – Plan partially accomplished. Librarian FTE not showing on ADC.**

**Ashland Public Schools (All Schools): SY 2007-08 Deficiency**

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 43 students. Third occurrence.

**2007-08 Response:** Currently have a teacher who just got certified in Library and is waiting on a new certificate.

**OPI Review/Recommendation – 12/08 – Librarian not properly endorsed – recommend disapproval of the plan and will request a new plan be submitted by the March BPE meeting.**

**Revised Response:** Due to a scheduling error a class necessary to enroll in the internship program could not be completed. The class now is near completion and the teacher will be able to enroll in the library internship program this spring.

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan Accomplished.**

**Colstrip Public Schools - Frank Brattin Middle School: SY 2008-09 Deficiency Status**

10.55.709.1 School does not provide library services for a student population of 126-250 students. 1<sup>st</sup> yr.

**OPI Review/Recommendation – 12/09 – Plan accomplished. Librarian now assigned.**

## **SANDERS COUNTY**

**Plains Elementary: SY 2007-08 Advice Status**

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

**2007-08 Response:** Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

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

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

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

**Note:** Approved variance(s) has not been followed. First occurrence.

**2007-08 Response:** Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2). Will offer Spanish to 8<sup>th</sup> graders first semester & 7<sup>th</sup> graders second semester

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

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

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

**2007-08 Response:** Teacher will get into an internship program once he receives a Class 2 license (Has a Class 5 – has applied for Class 2).

**OPI Review/Recommendation – 12/08 – Recommend approval of the plan – will continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## SHERIDAN COUNTY

### Plentywood 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

**2004-2005 Response:** District is working toward resolving this issue as soon as possible.

**OPI Review/Response – 2/03/06 – Plan not accomplished**

**OPI Review/Response -2/19/07 – Teacher is no longer employed.**

### Plentywood (All Schools): SY 2005-06 Deficiency Status

#### Plentywood School

10.55.707.1 Administrator does not have a valid Montana administrative license – 1<sup>st</sup> yr.

#### Plentywood 7-8, Plentywood HS

10.55.707.1 Administrator does not have a valid Montana administrative license – 1<sup>st</sup> yr.

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

**2005-2006 Response:** Administrator is now licensed. Non-licensed teacher no longer employed.

**OPI Review/Response – 2/20/07 - Plan accomplished**

### Plentywood (All Schools): SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

**2006-07 Response:** Teacher is now licensed.

**OPI Review/Recommendation – 12/07 – Deviation corrected.**

#### **Plentywood 7-8: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).  
10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First occurrence.

**2007-08 Response:** Teacher is enrolled in the Northern Plains Transition to Teaching program at MSU-Bozeman. A semester of world languages will be offered at each grade level in the Jr. High.

**OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of this part of the plan and an onsite visit and intensive technical assistance. Recommend approval of the world language part of the plan.**

**OPI Review/Recommendation – 2/09 – Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

#### **Plentywood High School: SY 2007-08 Deficiency Status**

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

**OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of the plan and an onsite visit and intensive technical assistance.**

**OPI Review/Recommendation – 2/09 – Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## **SILVER BOW COUNTY**

### **Butte Public Schools**

#### **West Elementary School: SY 2008-09 Advice Status**

10.55.703.1(c) Administrator does not have an administrator's license endorsed for elementary principal. 1<sup>st</sup> yr.

10.55.710.2 The school does not provided the minimum equivalent of one full-time counselor for each 400 students. 1<sup>st</sup> year

10.55.712.1 Class loads exceeds maximum enrollment. One grade K exceeds 20 students by 1. 2<sup>nd</sup> yr

**2008-09 Response:** Administrator is licensed and endorsed. Correct counselor FTE will be assigned. Changing enrollment will eliminate class load deviations.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

### **East Middle School: SY 2008-09 Advice Status**

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1<sup>st</sup> yr.

**2008-09 Response:** World language requirement will be offered in 2009-2010.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

### **Melrose Elementary School: SY 2008-09 Advice Status**

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1<sup>st</sup> yr.

10.55.710.3 School has fewer than 125 students and does not provide school counseling services. 1<sup>st</sup> yr.

**2008-09 Response:** School will submit alternative standard application for each deviation.

**OPI Review/Recommendation – 12/09 – Alternative standards have been submitted and are under review.**

## **STILLWATER COUNTY**

### **Rapelje School: SY 2005-06 Advice Status**

10.55.708.1 Teacher is assigned to teach all subjects within an elementary self-contained classroom with a secondary level license endorsed for business education and physical education and health K-12 – 1<sup>st</sup> yr.

**2005-2006 Response:** Teacher is applying for internship program.

**OPI Review/Response – 2/21/07 – Plan accomplished**

### **Rapelje 7-8: SY 2006-07 Advice Status**

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2006-07 Response:** World Language offering will be available with the 2007-08 school year. ITV system has been down.

**OPI Review/Recommendation – 12/07 – Plan accomplished.**

### **Rapelje 7-8: SY 2008-09 Deficiency Status**

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Third occurrence.

**2008-09 Response:** World Language will be offered via ITV from Fairview School.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

### **Rapelje 7-8: SY 2007-08 Deficiency Status**

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Second occurrence.

**2007-08 Response: World languages offered on-line to both 7<sup>th</sup> and 8<sup>th</sup> graders.**

**OPI Review/Recommendation – 12/08 – Plan accomplished.**

**Rapelje High School: SY 2006-07 Advice Status**

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. 1<sup>st</sup> yr.

**2006-07 Response:** World Language offering will be available with the 2007-08 school year. ITV system has been down.

**OPI Review/Recommendation – 12/07 – Plan accomplished.**

**Rapelje High School: SY 2007-08 Deficiency Status**

10.55.708.1 Teacher is assigned to teach History in grade(s) 11 with a secondary level license endorsed for Industrial Arts and Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Second occurrence.

**2007-08 Response: Teacher no longer assigned as history teacher. World languages offered on-line to both 7<sup>th</sup> and 8<sup>th</sup> graders.**

**OPI Review/Recommendation – 12/08 – Plan accomplished.**

**Rapelje High School: SY 2008-09 Deficiency Status**

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. Third occurrence.

**2008-09 Response:** World Language will be offered via ITV from Fairview School.

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## **TETON COUNTY**

**Geenfield School & Greenfield 7-8 – SY 2008-09 Advice Status**

10.55.703.1 (c) Administrator does not have an administrator's license endorsed for elementary principal. First year for this deviation.

**2008-09 Response:** Administrator is working on completing a K-12 principal endorsement through MSU-Northern. Planned completion date: summer or fall of 2010.

**OPI Review/Recommendation – 12/09 – Recommend approval of plan. Will suggest to the district that if completion date has to be extended, the district and the administrator will need to consider the “administrative internship program.”**

**Power 7-8 – SY 2008-09 Advice Status**

10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First year for this deviation.

**2008-09 Response: World language will be offered as required for the 2009-10 school year.**

**OPI Review/Recommendation – 12/09 – Plan accomplished.**

## **VALLEY COUNTY**

### **Frazer Schools (All schools): 2005-06 Deficiency Status**

#### **Frazer Elementary**

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1<sup>st</sup> yr.

#### **Frazer 7-8**

10.55.707.1 Teacher does not have a valid Montana teaching license.

#### **Frazer High School**

10.55.707.1 Two teachers do not have a valid Montana teaching license.

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

**2005-2006 Response: None received.**

**OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. Misassigned teacher appropriately assigned.**

### **Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license

**2006-07 Response: No response.**

**OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.**

### **Frazer High School: SY 2006-07 Advice Status**

10.55.710 Teacher does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level.

**2006-07 Response: No response.**

**OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.**

### **Frazer Elementary: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license. Third occurrence; first occurrence for this teacher.

10.55.710.3 Frazer Elementary School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 52 students. First occurrence.

**2007-08 Response: Teacher is licensed and endorsed. A counselor has been hired who is licensed and endorsed.**

**OPI Review/Recommendation – 12/08 – Plan completed**

**Frazer 7-8: SY 2007-08 Advice Status**

10.55.708.1 Teacher is assigned to teach Earth Science in grade 7 and Life Science in grade 8 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.  
10.55.710.3 Frazer 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 17 students. First occurrence.

**2007-08 Response: A new science teacher has been hired. A counselor has been hired who is licensed and endorsed.**

**OPI Review/Recommendation – 12/08 – Counselor is licensed and endorsed. The new science teacher is also non-licensed – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.**

**OPI Review/Recommendation – 2/09 – New corrective plan received. Have removed the non-licensed teacher and replaced with a properly licensed and endorsed teacher. Recommend approval of the plan but will continue to monitor.**

**Frazer High School: SY 2007-08 Deficiency Status**

10.55.707.1 Teacher does not have a valid Montana teaching license.

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

10.55.708.1 Teacher is assigned to teach Native American Studies in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. Second occurrence.

**2007-08 Response: Teacher no longer employed. History teacher will only teach in endorsed areas. Native American language will be taught by a properly endorsed teacher. World language will be offered via distance learning from Scobey.**

**OPI Review/Recommendation – 12/08 – All deficiencies corrected except unlicensed teachers (science, tech ed.) – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.**

**OPI Review/Recommendation – 2/09 – New corrective plan received. CTE teacher is now properly licensed and endorsed. Have removed the non-licensed science teacher and replaced with a properly licensed and endorsed teacher. Recommend approval of the plan but will continue to monitor.**

**OPI Review/Recommendation – 12/09 – Continue to monitor. Will schedule a visit to the district before 2010 March BPE meeting.**

# YELLOWSTONE COUNTY

## Billings Public Schools

The issues with the Billings Public Schools are growing. The number of schools in advice and deficiency status is increasing as well as the type and number of deviations. To insure an accurate and comprehensive report in a more readable format, a separate report will be put together that will include both a multi-year summary and the most current ADC information. As with past issues, accreditation staff will also visit with district administrative personnel as part of the development of this report. The report and recommendations will be presented to the Board of Public Education at the March 2010 meeting.

### Independent Elementary: SY 2008-09 Advice Status

10.55.705.1 The school does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 19.7 and enrollment 266. Second occurrence.

10.55.712.1 Class load exceeds maximum enrollment. Two grade K exceed 20 students by one (1) each. Third occurrence.

**2008-09 Response: District is submitting an alternative standard request to address this deviation.**

**OPI Review/Recommendation – 12/09 – OPI has received the alternative standard it is under review. Para-professional support being provided for overloaded classrooms.**

### Laurel MS: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 589 students. First occurrence.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four (4) PE classes exceed 30 students: two by one (1) each, one by two (2), and one by three (3). Second occurrence.

**2007-08 Response: Teacher is currently licensed. The district has adequate amount of library FTE. The district plans to move FTE from the high school to the middle school.**

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

### Laurel MS: SY 2008-09 Advice Status

10.55.709.1(c) Laurel Middle School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 574 students. Second occurrence.

**2007-08 Response: District will not add library FTE but will add an aide at this time.**

**OPI Review/Recommendation – 12/09 – Recommend disapproval of plan and request a revised plan be submitted for the March 2010 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.**

**OPI Review/Recommendation – 12/09 – RMC was unable to provide the internship. The school is looking at other options. Will continue to monitor and report back at the March 2010 BPE meeting. School remains in Deficiency Status.**

**Busby - Northern Cheyenne Elem and High School: SY 2004-05 Advice Status**

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and Federal laws and regulations. The A was received late on January 27, 2005.

**2004-2005 Response:** The school district will turn in reports on time for the 2005-06 school year.

**OPI Review/Response – 2/03/06 – Plan not accomplished; the ADC was received late and was only partially complete.**

**Busby - Northern Cheyenne 7-8: SY 2004-05 Deficiency Status**

10.55.902 Basic instructional program is not met. Music and technology education are not offered ½ unit each year in grades seven and eight. Second occurrence.

10.55.701 The board of trustees shall ensure that the school district complies with all local, state and Federal laws and regulations. The ADC was received late on January 27, 2005.

**2004-2005 Response:** Culturally based music program is offered to students and taught by a certified cultural specialist. Teachers certified K-8 also do regular music in classrooms. The school district will turn in reports on time for the 2005-06 school year.

**OPI Review/Response – 2/03/06 – Plan not accomplished; basic instructional program is not being met. The ADC was received late and was only partially complete.**

**Busby - Northern Cheyenne Tribal Schools: SY 2005-06 Deficiency Status**

**All Schools:**

10.55.701.1 The board of trustees shall ensure that the school district complies with all local, state and federal laws and regulations. The Annual Data Collection was received late and incomplete on December 28, 2005. Sixteen of the 17 required reports were not submitted. The calendar and master schedules were not submitted – 2<sup>nd</sup> yr.

10.55.710 Teacher does not have a counseling endorsement – 1<sup>st</sup> yr.

**Northern Cheyenne 7-8**

10.55.902.4 Basic instructional program is not met. Math, English, and social studies are not offered one unit each year in grades seven and eight – 1<sup>st</sup> yr. Music is not offered ½ unit each year in grades seven and eight – 3<sup>rd</sup> yr.

**2005-2006 Response:** None

**OPI Review/Response – 2/19/07 – All reports are complete. Vocational/technical and music credit not offered. School remains in Deficiency Status.**

## Busby - Northern Cheyenne Tribal Schools

### Northern Cheyenne Elementary: SY 2006 -07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1<sup>st</sup> yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1<sup>st</sup> yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1<sup>st</sup> yr.

10.55.705.1(c) Northern Cheyenne Elementary School does not employ a principal who devotes half time to supervision and administration. 1<sup>st</sup> yr.

10.55.709.2 Northern Cheyenne Elementary School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1<sup>st</sup> yr.

**2006-07 Response:** Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Now has assigned elementary principal FTE. Have not been able to fill library position.

**OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Elementary principal is not endorsed. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.**

### Northern Cheyenne 7-8: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1<sup>st</sup> yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1<sup>st</sup> yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1<sup>st</sup> yr.

10.55.708.1 Teacher is assigned to teach Life Science, General Social Science, Math, Reading and English in grade(s) 7-8 with a secondary level license endorsed for Health & Physical Education. 1<sup>st</sup> yr.

10.55.709.2 Northern Cheyenne 7-8 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 1<sup>st</sup> yr.

10.55.902.4 Basic instructional program is not met. Vocational Ed. and Music are not offered ½ unit each year in grades seven and eight. 1<sup>st</sup> yr. (Vocational Ed.) and 3<sup>rd</sup> yr. (Music).

**2006-07 Response:** Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher has now been properly assigned. Have not been able to fill library, vocational, and music positions.

**OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.**

### Northern Cheyenne High School: SY 2006-07 Deficiency Status

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. 1<sup>st</sup> yr.

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license. 1<sup>st</sup> yr.

10.55.707.1 Administrator does not have a valid Montana teaching license. 1<sup>st</sup> yr.

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

10.55.904.2 Basic instructional program is not met. Vocational Education is not offered two units each year at the high school level. 1<sup>st</sup> yr.

**2006-07 Response:** Administrator is in the process of getting licensed in Montana. Currently, licensed and endorsed in North Dakota. Curriculum coordinator position no longer exists. Misassigned teacher is no longer employed by school. Have not been able to fill vocational and music positions.

**OPI Review/Recommendation – 12/07 – Administrator is still not licensed. Basic programs not being offered. Recommend disapproval of overall plan. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.**

#### **Northern Cheyenne Elementary: 2007-08 Deficiency Status**

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

10.55.703.1(c) Teacher does not have an administrator's license endorsed for elementary principal. This is the first year that the district has not employed a properly endorsed principal.

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

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

**2007-08 Response: Superintendent submitted paperwork for internship. Principal received class 3 endorsement. Teacher no longer employed. Teacher is now licensed.**

**OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished**

#### **Northern Cheyenne 7-8, High School: 2007-08 Deficiency Status**

10.55.702.1 Administrator does not have an administrator's license endorsed for superintendent. This is the second year that the district has not employed a properly endorsed superintendent.

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

10.55.902.4 Basic instructional program is not met. Vocational Technical Education and Music are not offered ½ unit each year in grades seven and eight. Second occurrence for Vo-Ed and fourth occurrence for Music.

10.55.904.2 Basic instructional program is not met. Vocational Technical Education is not offered two units each year at the high school level. Second occurrence.

**2007-08 Response: Superintendent submitted paperwork for internship. Teacher properly licensed. Vocational and Music offered. Two units of Business classes offered at the high school.**

**OPI Review/Recommendation – 12/08 – Determined that Superintendent only needed principal endorsement - Plan accomplished.**

**OPI Review/Recommendations – 12/09 – Northern Cheyenne Tribal Schools have not submitted a complete ADC for the current year. Accreditation is working with the new superintendent to get that submission completed.**

Lewistown Public Schools  
School Improvement Plan for  
Elementary Library Deficiency  
August 2009

The Lewistown Public Schools has been classified as deficient in the area of our Elementary Libraries for years. We currently employ 1.0 certified FTE Library Media Specialist for our elementary school district which serves approximately 850 students. We also employ four Para-educators to serve our elementary school district. Two of those Para-educators are certified teachers with a Library (K-12) endorsement in the state of Montana.

The timeline for the actions that we have taken are as follows:

- April 20, 2009**            Advertised and began collecting applications for a new 1.0 FTE Library Media specialist in our elementary district. We had three completed applications and twelve inquiries prior to May 12, 2009.
- May 5, 2009**             Elementary Mill levy fails in Lewistown and the elementary district is facing \$250,000.00 shortfall for the 2009-2010 school year.
- May 12, 2009**            Due to budget constraints and with much regret, the Lewistown School District Board of Trustees made the decision to not hire a Librarian for our elementary school district for the 2009-2010 school year.

Our plan is to closely examine our 2010-2011 budget and hopefully if the funds are available, we will have the ability to hire an elementary librarian. We would like to reserve the right to hire a half-time position if needed.

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

- PRESENTATION:** Progress Report and Recommendations for Schools in an Intensive Assistance Cycle Due to Continuing or Serious Deviations
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) a progress report and recommendations regarding schools that have been in an intensive assistance cycle either in 2007-2008 or 2008-2009 due to continuing or serious deviations. The schools have all developed corrective plans approved by the BPE to address the deviations.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** The state superintendent of public instruction provides annual recommendations to the BPE for accreditation status determinations for all Montana accredited schools. Over the past two years the state superintendent and the Office of Public Instruction accreditation staff have worked with the BPE to develop and implement a process that will address these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. See the attached, "Accreditation Response Options for Continuing or Serious Deviations."
- RECOMMENDATION(S):** Action



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

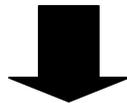
[opi.mt.gov](http://opi.mt.gov)

Fall - 2009

## RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**STEP 1** - After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school's issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.

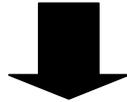


**STEP 2** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

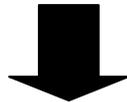
**STEP 3** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



**STEP 4** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



**STEP 5** - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



**STEP 6** - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education  
July 16, 2009**

## **EXECUTIVE SUMMARY**

**DATE: JANUARY 2010**

- PRESENTATION:** Report and Recommendations for Schools Identified for the 2010 Intensive Assistance Cycle Due to Continuing or Serious Deviations
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) recommendations for schools that have been identified for the 2010 intensive assistance cycle due to continuing or serious deviations. This identification places them on Step 1 of the Accreditation Response Options for Continuing or Serious Deviations.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
January 8, 2010 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources - Personnel Actions	Informational	
3. School Improvement – Action Item - Update on strategic planning process - Update on 5 Year Comprehensive Education Plan - Preliminary consideration of new proposals and present law adjustments for the 2013 Biennial Budget - *Approval of 2009-10 Calendar	Gettel	15 min
4. Professional Development Activities - Update on in-service training	Informational	
5. MSDB Foundation Activities - Update on activities	Informational	
6. Conferences, Meetings and Contacts	Gettel	3 min
7. Budget and Finance - Update on budget	Sykes	3 min
8. Facilities and Safety - Update on current projects	Sykes	5 min
9. School Calendar of Events	Informational	
10. Student News	Informational	
11. Public Comment for Non Agenda Items		