

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

March 11-12, 2010

MONTANA STATE CAPITOL  
Room 172

**March 11, 2010 - Thursday**  
**1:00 PM**

**CALL TO ORDER**

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

**PUBLIC COMMENT**

**CONSENT AGENDA**

(Item can be pulled from Consent Agenda if requested)

- A. January 7-8, 2010 Minutes

**ADOPT AGENDA**

**INFORMATION ITEMS**

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

- Item 1                   **CHAIRPERSON'S REPORT**  
Patty Myers
  - A. VICE-CHAIR ELECTION (ACTION)
  - B. COMMITTEE APPOINTMENTS (ACTION)
  - C. FINANCIALS
  - D. CALENDARS (ACTION)

**BOARD OF PUBLIC EDUCATION APPEARANCES**

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

❖ **CSPAC LIAISON – Sharon Carroll (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

❖ **MACIE LIAISON – Cal Gilbert (Item 7)**

Item 7                    **MACIE UPDATE AND ANNUAL REPORT**  
Norma Bixby

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

Item 8                    **ANNUAL SCHOOL NUTRITION PROGRAMS REPORT**  
Chris Emerson

❖ **LICENSURE COMMITTEE – Sharon Carroll (Items 9-14)**

Item 9                    **REQUEST FOR NEW PROGRAMS-SALISH KOOTENAI COLLEGE**  
**EDUCATION DEPARTMENT**  
Dr. Linda Vrooman Peterson and Cindy O'Dell

#### **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.*

#### **ACTION ITEM**

Item 10                    **RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE**  
**COLLEGE OF EDUCATION, MONTANA STATE UNIVERSITY BOZEMAN –**  
**EXIT REPORT – PROPOSED CORRECTIVE ACTION PLAN**  
Dr. Linda Vrooman Peterson, Dr. Lynette Zuroff, Dr. Larry Baker, and Dr.  
Joanne Erickson

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**March 12, 2010 – Friday**  
**8:00 AM**

#### **INFORMATION ITEMS**

Item 11                    **OVERVIEW OF ACADEMIC DENIALS AND APPLICANTS FROM OTHER**  
**STATES WITH ACADEMIC DEFICIENCIES FOR LICENSURE**  
Elizabeth Keller

Item 12                    **NOTICE OF EDUCATOR LICENSE SURRENDER CASE #2010-04 (CLOSED)**  
Ann Gilkey

## **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.*

### **ACTION ITEMS**

Item 13                    **DENIAL HEARING CASE #2009-05 (CLOSED)**  
Penelope Strong, Ann Gilkey, and Steve Meloy

Item 14                    **DENIAL HEARING CASE #2010-02 (CLOSED)**  
Ann Gilkey and Steve Meloy

### **DISCUSSION ITEMS**

#### **❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 15-16)**

Item 15                    **FEDERAL UPDATE**  
Nancy Coopersmith

Item 16                    **NATIONAL COMMON CORE STATE STANDARDS INITIATIVE**  
Nancy Coopersmith

## **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.*

### **ACTION ITEMS**

#### **❖ ACCREDITATION COMMITTEE – John Edwards (Items 17-19)**

Item 17                    **RECOMMEND APPROVAL OF CHAPTER 55 JOINT TASK FORCE  
CONFIGURATION AND SCOPE OF RESEARCH**  
Dr. Linda Vrooman Peterson and Al McMilin

Item 18                    **ALTERNATIVE TO STANDARD REQUESTS**  
Al McMilin

Item 19                    **2009-2010 MONTANA ACCREDITATION STATUS RECOMMENDATIONS  
FOR ALL SCHOOLS (EMBARGOED)**  
Al McMilin and Kelly Glass

#### **❖ EXECUTIVE COMMITTEE – Patty Myers (Items 20-21)**

Item 20                    **EXECUTIVE SECRETARY EVALUATION (CLOSED)**  
Patty Myers and Steve Meloy

Item 21                    **MSDB SUPERINTENDENT EVALUATION (CLOSED)**  
Patty Myers and Steve Gettel

## INFORMATION ITEM

### ❖ MSDB LIAISON – Patty Myers (Item 22)

#### Item 22                      MSDB COMMITTEE MEETING REPORT Steve Gettel

#### **PRELIMINARY AGENDA ITEMS – May 13-14, 2010**

Student Representative Survey Report  
CSPAC Appointments  
BASE Aid Payment Schedule  
Assessment Update  
Alternative Standards Request & Renewals  
MACIE Update  
Federal Update  
Establish Executive Salaries  
Material and Non-Performance Case

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

January 7-8, 2010

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

**January 7, 2010 - Thursday**

**8:30 AM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 8:40 AM. The Pledge of Allegiance was led by Mr. Storrs Bishop. Ms. Carol Will took roll call; a quorum was noted.

**PUBLIC COMMENT**

**CONSENT AGENDA**

Ms. Patty Myers noted that the consent agenda should be located prior to adopting the agenda. Ms. Patty Myers pulled the Financials from the consent agenda to be addressed under the Chairperson's Report. The November 12-13, 2009 BPE Minutes were approved under the consent agenda.

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. Mary Sheehy Moe represented Commissioner Sheila Stearns; and Mr. Dan Villa represented Governor Brian Schweitzer. Commissioner Sheila Stearns attended item 13 on January 7, 2010. 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. Beck McLaughlin, Education & Web Services Director, Montana Arts Council; Mr. Bob Vogel, MTSBA; Mr. Darrell Rud, SAM; Ms. Kris Goyins, Communication Arts Curriculum Specialist, OPI; Mr. Al McMillin, Accreditation Unit Manager, OPI; Ms. Stacey Howell, Field Representative, Office of Senator Max Baucus; Mr. Pat Schlaugh, SAF & MHSAC; Mr. Eric Feaver, MEA-MFT; Mr. Dennis Parman, Deputy Superintendent, OPI, and Vice-Chair, Montana Virtual Academy; Mr. Mark Lambrecht, MQEC; Ms. Nicole BigLeggins-Fetter, MACIE; Mr. T.J. Eyer, Career Technical Adult Education Division Administrator, OPI; Ms. Maxine Mougeot, Transportation Specialist, OPI; Ms. Colet Bartow, Library Media Curriculum Specialist; Dr. Bruce Messinger, Superintendent, Helena Public Schools and Chair, Montana Virtual Academy; Mr. Bob Currie, Director, Montana Virtual Academy; Ms. Barbara Fettig, Teacher, Montana Virtual Academy; Ms. Rayleen Hicks, Administrative Associate, Montana Virtual Academy; Dr. Bobbie Evans, Dean of the UM School of Education; Dr. Martin Horejsi, UM Associate Professor, Curriculum & Instruction; Ms. Anna Green, Governor's Office; Ms. Linda Brandon-Kjos, Legal Services Administrative Officer; Ms. Ann Gilkey, Chief Legal Counsel, OPI; and Ms. Elizabeth Keller, Licensure Specialist, OPI via conference phone.

Ms. Patty Myers announced that the MACIE report be pulled from this agenda and postponed until the March BPE Meeting.

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

## **INFORMATION ITEMS**

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

- November 18, 2009 MT Math & Science Teachers' Initiative – Bozeman, MT
- November 19-20, 2009 Urban Indian Education Forum – Great Falls, MT
- December 16, 2009 MSDB Committee Meeting Conference Call
- December 17, 2009 MSDB Christmas Program, Great Falls, MT
- December 21, 2009 Finance/Executive Committee Conference Call
- December 29, 2009 MSDB Committee Meeting Conference Call

Ms. Patty Myers announced that Mr. Tim Seery has been reappointed to the Montana Board of Public Education for a second term. The BPE received a letter of thank you from MEA-MFT in regard to the honorarium that was returned by the BPE concerning the services rendered for a presentation at the MEA-MFT Conference. The Board of Education meetings are proposed to be on March 11, 2010 in Helena and September 23, 2010 in Butte. The March 11, 2010 BOE meeting conflicts with the CSPAC/BPE Joint Meeting. Mr. Steve Meloy recommended to move the CSPAC/BPE Joint Meeting to July 2010. Ms. Patty Myers, Ms. Angela McLean, Mr. Steve Meloy, and Ms. Nancy Coopersmith will be attending the NASBE Common Core Western Regional Conference in Las Vegas on February 1-2, 2010. The travel expenses will be paid for by the Bill and Melinda Gates Foundation. Ms. Patty Myers has been asked to present on a panel at the conference titled "Standards in the Western States."

### **BOARD OF PUBLIC EDUCATION APPEARANCES**

#### **Angela McLean**

- December 1, 2009 MASSP, Chapter 55 – Butte, MT
- December 5, 2009 MEA-MFT Committee Weekend – Helena, MT
- December 21, 2009 Finance/Executive Committee Conference Call

#### **Bernie Olson**

- December 16, 2009 MSDB Committee Meeting Conference Call
- December 29, 2009 MSDB Committee Meeting Conference Call
- January 6, 2010 NWMASS Meeting – Kalispell, MT

Mr. Bernie Olson reported the following concerns addressed to him from the NWMASS meeting that was held January 6, 2010 in Kalispell, MT:

- Time and energy expended to complete the 5-Year Comprehensive Education Plan (5-YCEP)
- Many were unsure of its value and if all the information collected was necessary
- Want more flexibility in the accreditation standards to better enable districts to fill vacant positions
- Asked for greater clarity in the standards and wondered what would happen to districts if they were not in compliance
- Teachers who break contracts and do not face any apparent consequences
- Special Education positions are difficult to fill
- Would like to hear more from the Board of Public Education and the Office of Public Instruction
- Questions were raised about the Montana Virtual Academy and how those courses can be used to meet accreditation standards

Mr. Bob Vogel stressed that smaller districts are struggling with completing the 5-YCEP and other surveys. The paperwork is preventing them from being in the classrooms with students and teachers. Dr. Mary Sheehy Moe stressed that teachers leaving contracts has been a long standing problem, but the complexion of this problem has taken a different turn in the present economy. Ms. Patty Myers asked if

material and non-performance issues are a huge problem or a perceived problem. Mr. Steve Meloy stated that the BPE has processed one material and non-performance issue in 2009 and the BPE has one pending for 2010. Mr. Eric Feaver stated that any employee should be able to leave a position with proper notice. MEA-MFT believes that holding a teacher to a contract treats them as a second-rate citizen. MEA-MFT will continue to fight and resist this issue until the BPE is ready to address tenure.

**Storrs Bishop**

- December 21, 2009 Finance/Executive Committee Conference Call

**Cal Gilbert**

- November 19-20, 2009 Urban Indian Education Forum – Great Falls, MT

Ms. Patty Myers reported that the Executive Committee and the Finance Committee of the Board of Public Education met via a conference call on December 21, 2009 to discuss its budget. The Office of the Governor of Budget and Program Planning may direct reductions from any general fund expenditure not exempted by § 17-7-140, MCA, including HB 2, any other appropriation bills (including HB 645), statutory appropriations, or language appropriations. In addition, reductions may be directed from non-general fund appropriations and non-budgeted transfers when the reduction will increase the general fund balance. The proposed reduction is 5% which equates to \$11,379 for the Board of Public Education.

Ms. Patty Myers noted the following proposals to be considered to reduce expenditures in the BPE budget:

- Moratorium on out-of-state travel
- Electronic agendas
- Cutting food and beverages from meetings
- Mr. Dan Villa proposed cutting 1-2 meetings – discussion ensued about not allowing these cuts to impact the BPE's ability to do its job; nothing on the BPE's agenda is "fluff"; spending more on hotels and meals because the meetings will last longer if the BPE meets less frequently; positive impacts of traveling to reservation schools; fewer meeting may cause the legislature to think that the BPE's six meetings a year was not necessary; historically the BPE met 5 times a year with only a fraction of the work that is completed today; the BPE has lived within the constraints of its budget and continues to accomplish more work; the OPI and the BPE working together to streamline the agenda and consider read-only reports; and teleconferencing not being as effective, but plausible

**9:30 AM Mr. Dan Villa arrived**

- Requesting if NASBE dues can be cut – Mr. Steve Meloy reported that NASBE would probably say, "No." He continued to report that NASBE is actively creating a foundation to send board members across the United States to attend study groups
- Asked if it is proper to house the BPE's office with the OPI – Mr. Steve Meloy recommended that it would not be politically proper
- Since Mr. Storrs Bishop's term with the BPE has been completed, the Finance Committee will be addressed by the Executive Committee. The Executive Committee will meet with the BPE's staff to address the proposed budget cuts

**9:55 AM Mr. Dan Villa departed**

Mr. Storrs Bishop was presented with a gavel and a dinner bell from the Board of Public Education for his 16 years of invaluable service. Mr. Peter Donovan wrote a poem that he read titled "The Guide." Many expressions of praise and gratitude were shared by those present.

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

Mr. Steve Meloy, Mr. Peter Donovan, and Dr. Doug Reisig will host a meeting in March 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. Mr. Steve Meloy reiterated who is attending the NASBE Common Core Western Regional Conference in Las Vegas and added that another draft to the Common Core Standards will be released soon. Mr. Steve Meloy reported that he and Ms. Madalyn Quinlan presented the following draft of shared policy goals for K-12 to the Subcommittee on Shared Policy Goals and Accountability

Measures:

1. Ensure that every student graduates with the knowledge and skills necessary for success in the 21<sup>st</sup> century global society
2. Improve teaching and student learning by promoting data-driven policy decisions and increasing access to educational information
3. Improve student achievement in struggling schools
4. Increase public awareness of an engagement in the K-12 educational system recognizing the roles and responsibilities of the state and local educational agencies and the legislature

Mr. Steve Meloy reported that the Commissioner Sheila Stearns, Dr. Mary Sheehy Moe, and Mr. Tyler Trevor, all of the Office of the Commissioner of Higher Education, along with Ms. Madalyn Quinlan and himself, presented the following draft shared policy goals for K-20 to the Subcommittee on Shared Policy Goals and Accountability Measures:

1. Align high school outcomes with the college readiness expectations to facilitate the transitions from high school to college
2. Increase participation in college by Montana high school graduates
3. Expand distance learning opportunities
4. Utilize K-20 data to improve student access and achievement

The subcommittee voted to approve the K-12 and K-20 draft shared policy goals and refer them to the full Education and Local Government Interim Committee for consideration.

#### **10:40 AM Mr. Dan Villa returned**

A CSPAC review committee met to review applications and approve thirty-nine applicants for a Class 8 license on July 22, 2009. CSPAC will review at least five more applications at its January 2010 meeting. The Legislative Appropriations Sub-Committee on Education has released the Board for three of its original goals since they have been completed. Mr. Steve Meloy convinced the committee to broaden the 4<sup>th</sup> goal so that it will “work toward” districts being 100% in compliance of Montana’s Accreditation Standards rather than “ensure” 100% compliance. The Board of Public Education has made great strides working with the Legislative Fiscal Division and the Office of Public Instruction in its ability to promulgate rules to ensure that they are not stopped or compromised.

Discussion ensued about the athletic eligibility requirements with those students involved in dual enrollment; the Great Falls teachers who have obtained the Class 8 license to teach dual credit courses have discovered the process to be extremely valuable and found the OPI and the CSPAC to be very positive and supportive; the performance and accountability measurements from the Legislative Fiscal Division; and the legal costs effecting the BPE’s budget.

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

Mr. Peter Donovan provided the Board of Public Education with a list of meetings he attended since the last BPE meeting. He highlighted the School Staffing Project that is coordinated by Ms. Madalyn Quinlan from the Office of Public Instruction stating that it will enhance the state’s ability to gather data. A press release from the National Council for Accreditation of Teacher Education (NCATE) “announced the formation of an expert panel on clinical preparation and partnerships, signaling the beginning of a sea change in the preparation of the nation’s teachers.” This redesign is intended to bring educator preparation into better alignment with the urgent needs of P-12 schools. CSPAC will be reviewing more Class 8 applications on January 14, 2010. Discussion ensued about the School Staffing Project and if CSPAC is researching a statewide tool to evaluate educators. Mr. Peter Donovan reported that CSPAC has not discussed a statewide tool to evaluate educators much because the Race to the Top is still so

fluid.

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

State Superintendent Denise Juneau was appointed to the NCATE Executive Board. Mr. Steve York of Polson, Montana will be filling the position of Assistant Superintendent in the Office of Public Instruction and will begin on February 1, 2010. Ms. Mandy Smoker Broaddus filled the Indian Education Director position in the OPI. The Office of Public Instruction and the Governor's Office applied for the New Venture Fund that is provided by the Bill Gates Foundation that will enable Montana to hire a consultant to assist Montana with the Race to the Top application process. Round one application is due January 19, 2010. There are 40 states that are showing their intent to apply for these funds. The Office of Public Instruction is doing extra work without federal money to help distribute the monies to do the reporting requested by the federal government. The federal government continues to change what they are asking from the states. The OPI continues its work on the strategic direction, the new web site will be available the end of January, and the community visit in Heart Butte has been completed. The OPI is beginning its legislative process work internally in regard to how they are intending to address the shortfalls of funding. There have been requests from the field to increase their access to the OPI and provide more direct input. The Gallatin County Superintendent has pulled together the administrators and the educational community to address school funding and legislative issues that may be coming in the future. Continues with school visits and attends MASS meetings. Discussion ensued about the need to involve the County Superintendents in the grievance process within their schools. Ms. Steve Meloy recommended that the County Superintendents draft a flow chart of the process and outline their roles in order to be consistent.

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

Dr. Mary Sheehy Moe presented that Montana is one of seven states that received the Lumina Foundation Grant and believes that it wouldn't have been possible without the help of State Superintendent Denise Juneau and several members of the Montana Board of Public Education. The mission focuses on student access and success in higher education. The emphasis is on attainment, defined as completing associate and baccalaureate degrees and credentials. Montana's proposal is to focus on two-year colleges with enrollment, completions, and transfers contained within the four following strategies:

1. Bring the comprehensive community college mission to all two-year colleges
  - Align expectations for academic preparations in similar programs
  - Promote transfer and workforce development programming
2. Designating each two-year college as a regional hub for higher educational opportunities in that region
  - Dual enrollment opportunities
  - Workforce development responses to regional needs
3. Coordinating systems and programming to serve all of Montana and provide access through distance learning
  - Piloting the virtual community college
  - Integrating the systems to avail the offering to all students across the campuses
4. Ensure quality with a focus on performance metrics, streamlining curricular emphases, and develop a data management system

Dr. Mary Sheehy Moe concluded the report stating that there has been significant progress on completing the common course numbering in 12 disciplines.

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

Mr. Dan Villa reported that the Office of Budget and Program Planning (OBPP), as directed by Governor Schweitzer, is initiating the process of identifying potential budget reductions in accordance with § 17-7-140, MCA, which defines both the definition of an ending fund balance "deficit" (1% of expenditures or

approximately \$36.8 million) and the procedures that must be followed to make expenditure reductions if a deficit is determined to exist. Note that the reductions should minimize the impact to the citizens of Montana. At this time, the budget office requested agencies to submit proposals for 5% reduction plans by January 29, 2010. The budget office intends to provide formal notice of the projected deficit to the Revenue and Transportation Interim Committee (RAT) on January 29, and submit the OBPP's formal spending reduction recommendations to the Governor and LFA on February 19, 2010. These timeframes were established to coordinate the statutorily-imposed notice requirements to the legislative committees with previously scheduled meetings of the committees. (The RAT Committee is scheduled to meet February 18-19, 2010 and the LFC is scheduled to meet March 4-5, 2010.) If Budget Director David Ewer determines that a deficit exists, reductions must be made to assure that the projected ending fund balance is at least 1% of general fund appropriations for the biennium, or approximately \$36 million. The Legislative and Judicial branches, the Montana School for the Deaf and Blind, principle and interest on state debt, salaries of elected officials, and public school BASE funding are exempt, statutorily, from reductions. These exemptions shield approximately 35% of general fund appropriations from reduction. Of the remaining expenditures, the Governor may not direct those executive agencies headed by elected officials or the Board of Regents to reduce their expenditures by more than the average reduction percentage imposed upon all other executive branch agencies. The Office of Budget and Program Planning is statutorily required to increase the BASE aid by 1.85% to the legislature for K-12.

The closure of the Smurfit-Stone plant in Frenchtown has required Mr. Dan Villa to work extensively with Missoula, Frenchtown, and Hellgate Public Schools. In addition he has been trying to guide the University of Montana and the College of Technology through workforce training since 417 of the mill's employees are out of work.

Mr. Dan Villa continues to work with the Office of Public Instruction on the second round of the state fiscal stabilization, better known as the AARA funds. It is due on Monday, January 11, 2010. The Race to the Top (RTTT) continues, but the State of Montana did not receive the New Venture Fund Award. The reason Montana did not receive this award was because Montana does not link student performance to teacher and principal evaluation instruments. The Gates Foundation was more specific than RTTT.

Mr. Dan Villa met with the SEMASS and discussed dual enrollment, transferability issues, higher education credits, distance learning, virtual academy, and the virtual community college. In conclusion, Mr. Villa informed Mr. Storrs Bishop that under the rules of appointment that he may still serve until replaced. Discussion continued about Mr. Dan Villa serving as the liaison to the Board of Public Education and his role of advocacy. Mr. Villa stressed that all who work for the Governor offer different perspectives and are able to wear an advocacy hat for each of their perspective agencies, but ultimately we come to a consensus and made a recommendation to the Governor. Further discussion ensued about whether or not the proposed 5% cuts will affect the Office of Public Instructions ability to apply and obtain grants. The State Superintendent of Public Instruction has the sole authority to determine how those cuts are made in the agency.

**11:33 AM Dr. Mary Sheehy Moe and Mr. Dan Villa departed – Ms. Anna Green represented Mr. Dan Villa**

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

Mr. Tim Seery presented the College Bound Program that covers financial aid, college admissions, preparing for college, standardized testing requirements, in- and out-of-state options, technical schools, vocational training, certification, and all elements of post-secondary training for parents and students in the Great Falls community. A "College Bound" Information Booklet contains information about FAFSA, what colleges are looking for, as well as an organizational method to organize a student's personal, scholastic, and athletic achievements. Most notably, the book contains action plans and checklists for each year of high school. The program's founder, Great Falls resident Gerry Jennings has stated that the program has "awakened parents to the importance of the process." Mr. Tim Seery concluded by stating

that enlightening parents to the pantheon of higher education opportunities will result in more students arriving at their full potential. The Board of Public Education requested Mr. Steve Meloy to share this information with high school counselors across the state.

**Item 8                    MACIE REPORT - Norma Bixby**

This item was cancelled from the agenda due to a death in Ms. Norma Bixby's family.

**Item 9                    SPOTLIGHT ON THE OFFICE OF PUBLIC INSTRUCTION'S CAREER TECHNICAL AND ADULT EDUCATION DIVISION - TJ Eyer**

This presentation highlighted the scope and responsibilities of the Career Technical and Adult Education Division at the Office of Public Instruction. The following programs that are in this division are: Agriculture Education; Business and Marketing Education, Business, Management & Information Systems Career Field; Human Services/Family & Consumer Sciences; FFA; Health Science Education; Industrial, Manufacturing, and Engineering Systems Education; Career and Technical Educators Unit; Adult Basic Literacy Education Unit; Adult Basic and Literacy Education; General Education Development; and Veteran's Education. Mr. TJ Eyer presented the purpose, source of funds, amount of funding, contact person, and number of FTE employed by each program.

**11:55 AM Dr. Mary Sheehy Moe Arrived**

**Item 10                    TRANSPORTATION REPORT - Maxine Mougeot**

This presentation included 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 DEX 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. The presentation was 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. Ms. Maxine Mougeot stressed that Montana's kids are entrusted to these highly trained bus drivers and when a school is closed it has large impacts on the routes, the bus drivers, and the students. The driver for the Beaverhead County High School travels 268 miles to cover the route and this includes traveling 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 fund substitute drivers for this route because of the overnight stay in Wisdom and the extreme weather conditions. Ms. Maxine Mougeot is in the process of auditing the schools to ensure that all bus drivers are provided with the necessary training.

Discussion ensued about what kind of oversight and control is in place to oversee these contractors. Ms. Maxine Mougeot explained that she can control what occurs at the school district, but it is up to each school district to control what occurs at the contractor level. Mr. John Edwards believes that Ms. Maxine Mougeot should have authority with these contractors and he will consider ideas as to how this can be done to ensure student safety. Ms. Maxine Mougeot stated that contracted bus drivers are not required to attend the same training as a school district bus driver. The contracted bus drivers are subject to the Motor Carrier Modal standards and not the Montana State Standards. Mr. Steve Meloy apprised the Board of Public Education that according to MCA 20-10-111 (1) "The board of public education, with the advice of the Montana department of justice and the superintendent of public instruction, shall adopt and enforce policies, not inconsistent with the motor vehicle laws, to provide uniform standards and regulations for the design, construction, and operation of school buses in the state of Montana." Another reference Mr. Meloy made was to MCA 20-10-111 (1)(c) "The Policies must establish other driver qualifications considered necessary in addition to the qualifications required in 20-10-103." State

Superintendent Denise Juneau will provide the Board of Public Education more information in regard to contracting issues during the March 2010 meeting.

## **DISCUSSION ITEMS**

### **1:35 PM State Superintendent Denise Juneau departed**

#### **Item 11 FEDERAL UPDATE - Nancy Coopersmith**

This presentation focused on federal funding and recent actions taken by the U.S. Department of Education and the U.S. Congress. Information was provided concerning ESEA Title I School Improvement Grants, the Consolidated Appropriations Act of 2010, and other federal funding opportunities. Ms. Nancy Coopersmith reported that the Office of Public Instruction has completed the E-grant approval process and are now into the phase of applying the amendment requests. A chart showing the Funds for State Formula-Allocated and Selected Student Aid Programs from the U.S. Department of Education Funding was provided to the Board of Public Education. Ms. Nancy Coopersmith pointed out the following in regard to the ESEA Title I Grants to Local Educational Agencies: 2008 actual was \$43,554,773; ARRA funding was \$34,650,000; 2009 actual was \$45,700,902; and the 2010 estimate was \$41,259,825. (This is only an estimate because this figure has not been broken down into state tables.) These funds have been approved, but not yet confirmed for Montana by the Department of Education. Many of the programs were listed that are authorized by the Elementary and Secondary Education Act, but the list is not inconclusive. The funding for the programs authorized by the Elementary and Secondary Education Act include: 2008 actual was \$124,969,527; ARRA funding was \$49,237,493; 2009 actual was \$128,218,804; and the 2010 estimate was \$126,156,741. This demonstrates a decrease of \$2,062,063 or 1.6%. ARRA funds are available for districts to use for two years. The Safe and Drug-Free Schools and Communities State Grants of \$1,423,348 have been terminated for 2010.

### **1:43 PM State Superintendent Denise Juneau arrived**

Ms. Nancy Coopersmith continued to report that there is not enough money available for the Education for Homeless Children and Youth, but there was an increase of \$56,081. ARRA funds only were provided for the State Fiscal Stabilization Fund to the total of \$148,689,792. Discussion ensued about how the English Literacy and Civics Education State Grants differ from Adult Basic and Literacy Education State Grants; whether or not these funds may be affected by the general fund reduction; School Improvement Grants; and the distribution of Education for Homeless Children and Youth funds.

#### **Item 12 NATIONAL COMMON CORE STATE STANDARDS INITIATIVE: OPI RESPONSE TO K-12 DRAFT STANDARDS - Nancy Coopersmith**

This presentation included an update of national and state activities related to the National Common Core State Standards Initiative. State Superintendent Denise Juneau's response to the November 13, 2009, draft K-12 standards was highlighted. Anticipated next steps in the process were presented. Ms. Nancy Coopersmith stated that this is not a federal initiative; the Department of Education has nothing to do with this initiative at this time. In the letter written to Mr. Gene Wilhoit, Executive Director, CCSSO, State Superintendent Denise Juneau provided comments as recommended by a review panel of elementary, middle, and secondary educators, along with university professors. To summarize, the review panel's recommendations reflect dismay at the incompleteness and unorganized state of the standards. Key components that are missing include:

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

Ms. Nancy Coopersmith stressed that the language in the draft Common Core Standards are not user-friendly to Montana's parents. The documents submitted are not complete. The Office of Public

Instruction spoke with CCSSO on January 6, 2010 and reported that another draft will be released within the week, the public draft will be available in early February; and the goal is to have a finished document by the end of February. The Office of Public Instruction objects to this timeline. Discussion ensued if adopting the Common Core Standards is worth pursuing. The Office of Public Instruction will provide the Board of Public Education with a recommendation once the panel determines how well the Common Core Standards align with Montana's standards.

## **2:05 PM Commissioner Sheila Stearns arrived**

### **Item 13 MONTANA VIRTUAL ACADEMY - Mr. Bob Currie, Director and Dr. Bruce Messinger**

Dr. Bruce Messinger, Chair, Montana Virtual Academy (MTVA) made the following introductions: Mr. Bob Currie, Director, MTVA; Mr. Dennis Parman, Vice Chair, MTVA; Ms. Barbara Fettig, Teacher, MTVA; Commissioner Sheila Stearns; Rayleen Hicks, Administrative Associate, MTVA; Dr. Bobbie Evans, Dean, UM School of Education; and Dr. Martin Horejsi, UM Associate Professor, Curriculum & Instruction. Dr. Messinger extended a deep appreciation to those at the University of Montana for their dedicated efforts to ensure the success of the MTVA.

Mr. Bob Currie will serve as the Director of the Montana Virtual Academy. Mr. Currie is an experienced K-12 educator with a strong background in innovative online learning approaches. During his career he served as an assistant high school principal, a high school principal, an assistant superintendent of curriculum and instruction, and a district superintendent. Mr. Currie extended his appreciation for the work that has been accomplished to set the foundation for the Montana Virtual Academy and hopes that his connections at the national scale will benefit the state of Montana.

Dr. Bruce Messinger reported that the MTVA is in the process of seeking a curriculum specialist. In the fall of 2010 there will be 20-40 courses available. The courses will be advertised in the spring. The MTVA will emphasize high school core subject courses, while advanced placement, dual credit, and enrichment coursework is planned for the future. The MTVA will be prepared to report to the 2011 Legislature for continual funding. All educators will be licensed in Montana and will be trained to work in a virtual asynchronous environment. Discussion continued about ANB funding, homeschooled students, fees associated with dual enrollment, Montana High School Association eligibility, faculty evaluation, student accessibility, and whether or not the accreditation standards meet the needs of the MTVA. Dr. Bruce Messinger concluded that the MTVA should be part of the Chapter 55 review process.

## **3:00 PM Commissioner Sheila Stearns and Dr. Mary Sheehy Moe departed**

### **Item 14 DEMONSTRATION AND UPDATE OF THE WEB-BASED FIVE-YEAR COMPREHENSIVE EDUCATION PLAN - Dr. Linda Vrooman Peterson, Al McMilin, and Kelly Glass**

This was an informational item for the Board of Public Education. The Office of Public Instruction provided to the Board of Public Education a demonstration and update of the Web-based Five-Year Comprehensive Education Plan (5YCEP). Representatives from the field offered comments on their experiences with the process. Ms. Kelly Glass, 5-Year Comprehensive Education Planning, OPI was unable to attend the meeting. Mr. Kris Goyins, Communication Arts Curriculum Specialist, OPI; Ms. Colet Bartow, Library Media Curriculum Specialist, OPI; Mr. Al McMilin, Accreditation Unit Manager, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; and Ms. June Sprout, Superintendent, Cascade Public Schools presented. Mr. Steve Engebretson, Superintendent, Dawson County was unable to attend, but provided a written narrative in regard to the process.

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools. The comprehensive education plan includes five components:

1. a school district level education profile, provided in guidance by the OPI;

2. district educational goals;
3. a description of planned progress toward implementing all content, performance, and program areas standards;
4. a description of strategies for assessing student progress toward meeting all content and performance standards; and
5. a professional development component.

Each year of the five-year cycle districts and schools will develop and implement a yearly action plan that systematically moves those districts and schools toward accomplishing the five-year plan. The plan provides a set of specific goals for the coming year that include measurable objectives, identified strategies to meet the objectives, any needed professional development to support those strategies and a summary of the resources required.

The cornerstones of the 5YCEP include: a shared vision of making a difference; a shared belief that all students can learn; a strong school or community of culture; and a mutual trust and respect. The 5YCEP was implemented in 2003 and now it is available on the web as of 2009. Examples from the 5YCEP were provided from Kinsey Elementary, located 23 miles northeast of Miles City, MT; Sacajawea Middle School, Bozeman, MT; and Cascade High School, Cascade, MT. Ms. June Sprout stated that when she came to Cascade the 5YCEP was in a binder on a shelf. The 5YCEP is not a top down piece of work, but a grass roots piece of work. She ensured that the Cascade Board of Trustees understood the importance of this work. The Cascade community became involved and can speak directly to Larry Lezotte's effective schools approach including the 9 correlates. Ms. June Sprout looked for people who have similar passions in education and they each became the masters and experts of each correlate. Even though Ms. Sprout believes strongly in the 5YCEP, she did acknowledge the challenges of time and personnel. Now that the 5YCEP is available online each correlate team will be able to revise as needed.

It has become a living document. Ms. Sprout stressed that the plan belongs to the school and its community and not her individually. She concluded her testimony by sharing the following concerns:

- Recommendation to complete Word document first due to "issues" with saving data in the online tool (cutting and pasting and additional constraint)
- Redundancy in content (specifically in the Title templates)
- How to respond when the guiding questions was not applicable
- Confusion over what exactly needed to be filled out and would be looked at
- Rubric of evaluator content would have been useful
- How to phrase goals when populations may be statistically insignificant
- Timeline of the entire process (difficult to complete properly with committees, etc. in the timeframe from September to December as many did not get initial information until mid September)
- Concern over feedback about this 5YCEP, when little response was given through the last process
- One method of creating the plan (i.e. the online tool) – others had their plans in varied formats
- Paperwork, in general, that administration must complete which takes away from their time as instructional leaders
- Not enough time between receiving information/training about Lezotte, his correlates, and the related support materials to actually read and apply them to the process

Ms. June Sprout concluded with the following compliments:

- Availability of the OPI support (districts appreciated the response time)
- Willingness of the OPI to support individual districts upon request (many expressed gratitude at the help Kelly Glass provided to them as an individual entity)
- Extension of the deadline

Mr. Steve Engebretson wrote in his report to the Board of Public Education some quotes that were shared by the stakeholders of Dawson County Rural Schools:

- “My biggest concern is the rush they are putting on us to have it done along with the effectiveness report. If they want it done right and to use their process then they need to allow more time. It would also be nice for them to set up an example of what they think it should look like.”
- “In one word I would say that it is OVERWHELMING!!”
- “One of my big complaints is that a lot of the questions seem to be repetitive. How many different ways can we say the same thing?”
- “I’m frustrated that we are trying to pull this off in the middle of the school year. The students that I am teaching are my first concern and all this time away from the classroom, after school, and meetings have taken the focus off the students and put it on governmental paperwork and creative vocabulary trying to reword the same answer in twenty different ways. Let’s get back to teaching and caring for the children and their needs.”

In conclusion, Mr. Steve Engebretson wrote that every stakeholder in his schools, including himself, agrees with the following assertion: “I believe the 5YCEP process makes teachers, students, trustees, and schools better informed and more effective. However, the process TAKES TIME. We need more time.”

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**January 8, 2010 – Friday**  
**8:30 AM**

**8:35 AM Meeting reconvened**

**Commissioner Sheila Stearns and Mr. Dan Villa were not present**

**8:37 AM Meeting closed**

**INFORMATION ITEM**

**Item 15 NOTICE OF EDUCATOR LICENSE SURRENDER CASE #2007-703 (CLOSED) - Ann Gilkey**

**ACTION ITEMS**

**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**

**10:35 AM Meeting opened**

**INFORMATION ITEM**

**Item 15 NOTICE OF EDUCATOR LICENSE SURRENDER CASE #2007-703 (CLOSED) - Ann Gilkey**

Ms. Ann Gilkey reported the surrender of case #2007-703 to the Board of Public Education.

**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**

**Ms. Angela McLean moved: to uphold the denial action of the Office of Public Instruction in the case of #2009-08. Mr. Sharon Carroll seconded. Motion passed unanimously.**

Mr. John Edwards voted to approve the motion with the caveat that the Office of Public Instruction or the Office of the Commissioner of Higher Education provide a clear roadmap to assist teachers in obtaining proper licensure. Mr. Bernie Olson added that the Office of Public Instruction may need to review and make recommendations to the Board of Public Education concerning licensure in special education.

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

**Recognizing the unique and special circumstances arising in the case #2009-09, Ms. Angela McLean moved: to direct the Superintendent of Public Instruction to issue a Class 3 administrator license with superintendent endorsement pursuant to 10.57.109. Ms. Sharon Carroll seconded.**

Ms. Ann Gilkey read ARM Rule 10-57-109 concerning unusual cases. It reads, "The Board of Public Education is aware that policy cannot cover all the special circumstances that can arise. Therefore, the Superintendent of Public Instruction is authorized to exercise judgment in unusual cases..."

**Motion passed unanimously.**

There was consensus by the Board of Public Education to request the Office of Public Instruction and the Certification Standards Practices Advisory Council to research alternative ways to grant licensure, maintain the standards, and develop parameters to meet the needs of Montana students in these high risk communities. State Superintendent Denise Juneau will present an action plan that supports OPI's strategic planning in regard to turn around schools during the March BPE meeting. She believes that this action plan will enable the Board of Public Education to continue using its constitutional authority. Mr. Cal Gilbert cautioned that the need cannot outweigh the quality.

**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**

The Office of Public Instruction provided to the Board of Public Education the general process and procedures to guide a joint task force in the review and revision of Chapter 55, Standards of Accreditation. The Board of Public Education and the Superintendent of Public Instruction will appoint a joint task force to oversee the review process. This presentation included 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 Office of Public Instruction 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. The Office of Public Instruction asked for approval of the Chapter 55, Standards of Accreditation's purpose, process, and joint task force nomination and selection procedures.

Mr. Al McMilin reported that the purpose of this task force is to review and revise ARM 10.55 Standards of Accreditation as needed to align the standards with current best practices while providing flexibility and ensuring quality education. The vision/mission stated that 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.

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. The potential groups/organizations to provide nominations for membership on the task force include:

- 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
- MTVA – Montana Virtual Academy
- MEA-MFT
- Elementary Teachers
- High School Teachers
- MIEA – Montana Indian Education Association
- Montana PTA
- Post Secondary
- CSPAC – Certification Standards and Practices Advisory Council – Teacher Representative

Process Time Line:

- **July 2009 – February 2010** – Preliminary Information Gathering by the Office of Public Instruction – Development of Statewide Administrative Survey Tool
- **January 2010** – Progress Report to the Board of Public Education
- **January – February 2010** – Initiate Nomination and Selection Process for Task Force
- **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

Ms. Angela McLean requested to invite school librarians, nurses, and counselors to the task force to utilize their expertise. The Office of Public Instruction reported that there is a fine line of coordination, but the point of view from the librarians, nurses, and counselors certainly need to be included. Mr. Bernie Olson and Mr. Steve Meloy believe that the Montana School Nurse Association has earned a higher standing by raising their concerns before the Board of Public Education on several occasions and requested that they be included on the task force. Ms. Patty Myers assured those present that those who need to be involved will be included.

**Ms. Storrs Bishop moved: to approve the Chapter 55. Standards of Accreditation purpose, process, and joint task force nomination and selection procedures. Mr. Cal Gilbert seconded.**

Ms. Angela McLean stated the importance to ensure that the practitioners have a voice in the vision.

***Motion passed unanimously.***

**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**

The Office of Public Instruction recommended the 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. Included in the presentation were the Notice of Public Hearing, Amendment, and Repeal, and cost analysis for implementation of standards and performance descriptors.

**Mr. Storrs Bishop moved: to approve the notice of adoption and repeal relating to the Administrative Rules of Montana 10.54.3610 through 10.54.3898 pertaining to the Communication Arts Content Standards and Performance Descriptors and the cost analysis as presented. Mr. Bernie Olson seconded.**

Ms. Kris Wilkinson stated that the LFD has completed a cost analysis and there are no substantial costs that would require the Board of Public Education to delay until July 1, 2011.

***Motion approved unanimously.***

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

It was the intent of the Office of Public Instruction 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 verified the current status of those plans following a review of the 2009 Annual Date Collection electronic preliminary accreditation reports for each of those schools. The report also included 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. Mr. Al McMilin pointed out that there are fewer schools on this list than there has been in the past. He continued to review some of the following schools:

- Carter County – Alzada School – Need to address the plan concerning the absence of library and counseling services
- Flathead County – West Valley School – It was reported that there is not sufficient funds to hire additional administrative FTE. Insufficient funding is not a mitigating circumstance and therefore the State Superintendent recommends disapproval of the administrative FTE plan
- Flathead County – Swan River School – No plan was received
- Flathead County – Helena Flats School – The plan submitted was not complete and OPI will request an additional plan to present before the BPE in March 2010
- Lake County – Charlo High School – Recommend disapproval of plan due to last two corrective actions. Requesting a new plan to present before the BPE in March 2010
- Lewis and Clark County – Four Georgians School; Rossiter School; and Warren School have included aide support for class loads the exceeded the maximum enrollment
- Park County – Gardiner School – The school had a viable plan, but was not accomplished
- 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 BPE during the March 2010 meeting
- Private School – Northern Cheyenne Tribal Schools – They have not submitted a complete ADC for the current year due to new people and new situations. Accreditation is working with the new superintendent to get that submission completed
- Whitefish Public Schools and Lewistown Public Schools will be excluded from this report.

Whitefish will be reported under Item 21 and Lewistown will be reported under Item 22.

**Mr. Storrs Bishop moved: to accept the State Superintendent's recommendations as presented in the report of the Summary of Corrective Plans Submitted by Schools Receiving Advice or Deficiency Status for 2008-2009 excluding Whitefish Public Schools and Lewistown Public Schools. Mr. John Edwards seconded. Motion passed unanimously.**

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

This presentation provided to the Board of Public Education 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. The State Superintendent of Public Instruction provided annual recommendations to the BPE 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 BPE to develop and implement a process that addresses these serious and continuing deviations fairly, consistently, and with intention toward continuous education improvement. The "Accreditation Response Options for Continuing or Serious Deviations" was included.

Mr. Al McMilin reported that in Flathead County, La Muldown in Whitefish Public Schools is being recommended to be put in step one of the intensive assistance cycle. Step one entails the State Superintendent recommending to the Board of Public Education to place the school in the intensive assistance process. Then 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 make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly. LA Muldown does not employ two principals who devote full time supervision and administration. The school's current enrollment is 610 students. This is the sixth occurrence violating ARM 10.55.705.1(c).

Central School 5-6 and Central School 7-8 of Flathead County in the Whitefish Public School System are in violation of ARM 10.55.709 by not providing a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. This is the fourth occurrence for Central School 5-6 and the seventh occurrence for Central 7-8. The State Superintendent of Public Instruction is recommending disapproval and recommends to the BPE to put these two schools in step one of the intensive assistance cycle.

**Mr. Storrs Bishop moved: to approve the State Superintendent's recommendation to place LA Muldown, Central 5-6, and Central 7-8 Schools of Flathead County in the Whitefish Public School System into step one of the intensive assistance cycle. Ms. Sharon Carroll seconded. Motion passed unanimously.**

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

This presentation provided to the Board of Public Education recommendations for schools that have been identified for the 2010 intensive assistance cycle due to continuing or serious deviations. Mr. Al McMilin reported that in Fergus County the State Superintendent recommends to move Lewistown Public Schools into step two of the intensive assistance cycle. Step two entails if a plan is forthcoming as a result of the meeting that occurred in step one, the State Superintendent will make a recommendation to the Board of Public Education to approve or disapprove the plan. If the plan is disapproved or a plan is not

forthcoming the Board of Public Education will require that the chairperson of the local board of trustees and the district administrator appeal 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.

Mr. Al McMilin reported that Mr. Dale Kimmet met with the chairperson of the local board of trustees and the district administrator as defined in step one on April 2, 2009. Lewistown Public Schools provided the following response:

"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."

Mr. Al McMilin reported that Lewistown Public Schools understand fully what step two of the intensive assistance cycle entails. The State Superintendent recommends disapproval of Lewistown Public Schools most recent plan and move specifically Garfield School, Highland Park School, Lewistown 7-8, and Lewis & Clark School into step two of the intensive assistance cycle.

**Mr. Storrs Bishop moved: to approve the State Superintendent's recommendation to disapprove the most recent plan of Lewistown Public Schools and move Garfield School, Highland Park School, Lewistown 7-8, and Lewis & Clark School to step two of the intensive assistance cycle. Ms. Sharon Carroll seconded. Motion passed unanimously.**

**11:50 AM State Superintendent Denise Juneau departed and Deputy Superintendent Dennis Parman represented her at the meeting**

## **INFORMATION ITEM**

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

Mr. Steve Gettel presented Mr. Storrs Bishop gifts from MSDB on behalf of his service. Student enrollment is 50 students on campus and 378 students off campus. Ms. Diane Moog, Principal of MSDB, resigned. The position descriptions are complete and announcements are being distributed. MSDB is about two-thirds complete with the 5-YCEP. The School Improvement Committee established the following goals that are included in the 5-YCEP:

- |         |  |
|---------|--|
| Goal #1 | Increase the number of students who are meeting or exceeding their growth targets for reading as measured by NWEA Measures of Academic Performance |
| Goal #2 | Increase the number of student who are meeting or exceeding their growth targets for math as measured by NWEA Measures of Academic Performance     |

- Goal #3 Through the use of assessment for learning techniques, teachers will use a variety of assessment to identify and monitor their student's achievement and will use those assessments to determine what adjustments in instruction are needed to best support their students needs as demonstrated by learning team activities and reviews
- Goal #4 Curriculum will be presented through the use of materials and textbooks that meet the needs of student population and are aligned with state standards

Mr. Steve Gettel presented 8 new proposals and a present law adjustment for consideration in the 2013 Biennial Budget. The new proposals are in regard to market adjustments to pay, student transportation, retention/recruitment of highly qualified staff, professional development, summer programs, and early intervention services. The 2010-2011 MSDB calendar was presented.

***Ms. Angela McLean moved: to approve the MSDB calendar for 2010-2011. Mr. Storrs Bishop seconded. Motion passed unanimously.***

The education staff met on November 24<sup>th</sup> to review the process for utilizing assessment data from MAP so that the school can begin charting individual student growth on the RIT scales as the foundation for developing a "Growth Model" for reporting annual yearly progress. The MSDB Foundation will hold its quarterly meeting on January 11, 2010. Mr. Bill Sykes reported that the market has improved and the revenue at MSDB has increased and should be able to restore the budget.

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

CSPAC/BPE Joint Meeting – Moved to July 2010 meeting – BOE will be March 11, 2010  
Annual CSPAC Report  
Annual School Food Services Report  
Assessment Update  
Accreditation Recommendations  
Federal Update  
Alternative Standards Requests & Renewals  
MACIE Update

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

**12:50 PM Meeting 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.*

## CMR junior heads to D.C. for Senate program

By KRISTEN CATES • Tribune Staff Writer •  
February 22, 2010

High school junior Tim Seery has hobnobbed with Congressmen, Montana Legislators, top-notch western artists and more, so it only seems natural that Seery's next stop is the White House.

Seery, a junior at C.M. Russell High School, was chosen as one of two students in Montana who will attend the 48th annual U.S. Senate Youth Program March 6-13 in Washington, D.C.

Dylan Klapmeier of Forsyth is the other student who will attend.

Principal Dick Kloppel mentioned the program to Seery when Seery was just a freshman, but he knew that he'd have to wait until he was a junior to apply. He said he was thrilled to hear in mid-November he'd been given the invitation.

"I was excited," he said. "It was something I'd been planning about and thinking about since I was a freshman."

The USSYP is sponsored and funded by the Hearst Foundations and gives 104 student delegates from the 50 states and Washington, D.C., an up-close and personal look at the governmental workings of their country.

Students will attend briefings and meetings with Senate leadership and Congressional and Senate members, meet with a U.S. Supreme Court Justice and meet President Barack Obama.

"I'm excited to spend 15 minutes with the president," Seery said.

It wasn't an easy application process, however. Seery first had to take a test administered by the Office of Public Instruction and had to place in the top 10. After that he had to participate in a video interview before the final selection was made.

Seery has ambitions of one day being a U.S. Representative from Montana and U.S. Senator.

He said this experience will be an invaluable as he pursues a career in public service.

"This program encourages that career path," he said.

He is being rewarded a \$5,000 scholarship from the Hearst Foundation as well.

Seery is the junior class president at CMR, he's the student representative on the Montana Board of Public Education and is an avid artist.

His parents are Michael and Susan Seery.

Advertisement





# Board of Public Education

February 16, 2010

**BOARD MEMBERS**

**APPOINTED MEMBERS:**

Erin Williams  
910 Ronald Avenue  
Missoula, MT 59801

Dear Erin *Erin*

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

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

There will be a Board of Education meeting on Thursday, March 11, 2010 at the Montana State Capitol, Room 152, Helena, MT from 9:00 AM – 12:00 PM. The agenda will be distributed to you by the Governor's Office.

The Board of Public Education meeting will be held at the Montana State Capitol, Room 172, Helena, MT on March 11-12, 2010 beginning at 1:00 PM. A hotel room has been reserved for you at the Wingate, 2007 N. Oakes, Helena, MT for the nights of Wednesday, March 10 and Thursday, March 11, 2010. Your confirmation number is 27201. Please call the Wingate at (406)449-3000 to confirm/disconfirm your room with your own credit card upon receipt of this letter. The Board will reimburse you for mileage, lodging, and meals. An orientation manual is included for you to peruse at your convenience that may answer and foster some questions. You will be receiving an electronic agenda packet at the end of February for the upcoming meeting. Please feel free to contact me with any questions you may have before this first meeting.

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

Sincerely,

Steve Meloy  
Executive Secretary

Cc: Governor Brian Schweitzer  
Patty Myers, BPE Chair

*Erin,  
 terrific  
 look forward to  
 working with you!*

Patty Myers – Chair  
Great Falls

Vice Chair

Erin Williams  
Missoula

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



## Schweitzer appoints McLean to Board of Regents

Associated Press | Posted: Thursday, February 11, 2010 6:18 am

HELENA - Gov. Brian Schweitzer is appointing a new member to the Board of Regents that oversees the university system.

Schweitzer said that he is choosing Angela McLean of Anaconda, a Democrat, to replace Lila Taylor.

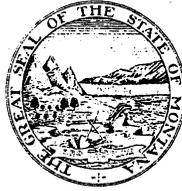
McLean previously served on the Board of Public Education and teaches social studies at Anaconda High School.

The Board of Regents is among the most powerful citizen boards in the state, with constitutional authority over the state university system and its budget. McLean joins the board as it begins the process of cutting spending in the system.

Schweitzer also announced that he is appointing Erin Williams of Missoula, a Democrat, to the Board of Public Education.

OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



JOHN BOHLINGER  
LT. GOVERNOR

February 10, 2010

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

RECEIVED  
FEB 16 2010  
BOARD OF PUBLIC EDUCATION

Dear Secretary of State McCulloch:

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

- Ms. Erin Williams, 910 Ronald Ave, Missoula, MT 59801, is to serve a term ending February 1, 2017 and fulfills the qualifications for being a resident of District 1. Ms. Williams identifies herself as a Democrat. She succeeds Storrs Bishop.

In addition:

- Angela McLean has been appointed to the Board of Regents, and therefore no longer serves on the Board of Public Education (see 2-15-1508(1)(e), MCA). A replacement for Ms. McLean on the Board of Public Education will be made in the near future.

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

Sincerely,

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

BRIAN SCHWEITZER  
Governor

Copy to: Board of Public Education

**GOVERNOR BRIAN SCHWEITZER****News Release****Governor Announces Appointments to Board of Public Education and Regents**

2/10/2010

Sarah Elliott 406-444-9725

Jayson O'Neill 406-444-9844

[selliott@mt.gov](mailto:selliott@mt.gov)

(HELENA) – Governor Brian Schweitzer today announced appointments to the Board of Public Education and the Board of Regents.

**Board of Public Education** *(2-15-1508, Montana Code Annotated)*

- Erin Williams, Missoula. Qualification: District 1 (Democrat). Williams received her bachelor's degree in history and political science with a minor in German and her master's degree in counselor education from the University of Montana. She is a program director for Youth Homes, a non-profit agency. Williams has served as chair and parent representative on the Kindergarten to College Work Group, which coordinates efforts between early childhood, K-12, higher education and workforce development agencies throughout Montana state government.

**Board of Regents** *(2-15-1508, Montana Code Annotated)*

- Angela McLean, Anaconda. Qualification: District 1 (Democrat). McLean was appointed to the Board of Public Education in 2006 and teaches social studies at Anaconda High School. She graduated from Twin Bridges High School and earned a degree in social studies from Western Montana College. McLean earned her master's degree in curriculum and instruction from the University of Montana. She's a national board certified teacher and serves as a facilitator for Montana educators seeking certification. In 2007, McLean was named Montana's Milken Educator of the Year. *(McLean's former position on the Board of Public Education is open and will be filled in the near the future.)*

###

[Return to the Governor's News Release start page](#)

## **NEWS RELEASE For Immediate Release**

Contact: Anneliese Warhank

Phone: (406)444-6576

Email: [awarhank@mt.gov](mailto:awarhank@mt.gov)

### **Board of Public Education Now Accepting Agenda Requests Online**

**HELENA, MT – February 8, 2010** – The Montana Board of Public Education will now be accepting agenda requests online at [www.AgendaRequest.mt.gov](http://www.AgendaRequest.mt.gov). If someone wants to speak at an upcoming Board of Public Education meeting or a Certification Standards and Practices Advisory Council Meeting they need to submit an agenda request online. Prior to the online service they had to contact the board or council directly to get on the agenda.

The online Agenda Requests service provides a quick and efficient method for citizens to participate in a Board of Public Education meeting or a Certification Standards and Practices Advisory Council Meetings. The service also allows the Board of Public Education to have the information and the presentation materials that they need in a timely manner.

“We are very excited for this online service,” said Executive Secretary Steve Meloy. “We hope that it will encourage people to participate in the board and council meetings.”

The online service is a quick and easy method to use the application. The user enters their information, the topic they would like to present, and uploads the materials they will need for the meeting.

Users can find out more about online Government services in Montana through [www.mt.gov](http://www.mt.gov).

**About Montana Interactive**

The Agenda Request service was cooperatively developed and is supported by the Board of Public Education, the Department of Administration's Information Technology Services Division, and Montana Interactive, LLC, a wholly owned subsidiary of eGovernment provider NIC (Nasdaq: EGOV).

Helena-based Montana Interactive built, operates, and maintains the state's eGovernment services that are available through the official Web site ([www.mt.gov](http://www.mt.gov)).

### **About NIC**

NIC Inc. (NASDAQ: EGOV) is the nation's leading provider of official government portals, online services, and secure payment processing solutions. The company's innovative eGovernment services help reduce costs and increase efficiencies for government agencies, citizens, and businesses across the country. NIC provides eGovernment solutions for more than 3,000 federal, state, and local agencies that serve 97 million people in the United States. Additional information is available at <http://www.nicusa.com>.



## 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

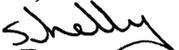
Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

February 5, 2010

Shelly Fagenstrom, Principal  
East Middle School  
4040 Central Avenue  
Great Falls, MT 59405

  
Dear Ms. Fagenstrom,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the Montana PTA Educator of the Year. Your continued commitment to your school and the Great Falls community is very much appreciated.

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

Sincerely,



Patty Myers  
Chair



# Board of Public Education

## BOARD MEMBERS

### APPOINTED MEMBERS:

February 5, 2010

Patty Myers – Chair  
Great Falls

Russell Van Hook, Principal  
Bryant School

Angela McLean – Vice Chair  
Anaconda

1529 Boulder  
Helena, MT 59601

Storrs Bishop  
Ennis

Dear Mr. Van Hook,

Cal Gilbert  
Great Falls

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the recipient of the 2010 Adrian Langstaff Award presented at the 59<sup>th</sup> Annual Montana Association of Elementary and Middle School Principals' (MAEMSP) Winter Conference. Your continued commitment to your school and the Helena community is very much appreciated.

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

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

Tim Seery, Student Rep.  
Great Falls

Sincerely,

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

  
Patty Myers  
Chair

### EXECUTIVE SECRETARY:

Steve Meloy



# 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

February 5, 2010

Cynthia Worrall, Principal  
Frenchtown Elementary School  
16495 Main Street  
Frenchtown, MT 59834

Dear Ms. Worrall,

On behalf of the Board of Public Education, I would like to congratulate you on being selected the elementary school level recipient of the 2010 National Distinguished Principal Award for Montana at the 59<sup>th</sup> annual Montana Association of Elementary and Middle School Principals' (MAEMSP) Winter Conference. Your continued commitment to your school and the Frenchtown 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  
Chair



A draft of K-12 standards in math and English/language arts has been widely circulated for review by states and organizations. Drafters hope to open it to public comment within two weeks. ("**New Critiques Urge Changes in Common Standards**," Jan. 28, 2010.) A set of "college- and career-ready" standards was issued last fall.

Together, they are intended to establish a shared vision of the skills and knowledge students should master by high school graduation for success in college and work, and a road map for developing those skills as they progress through school. Debate persists, however, about whether that vision is the correct one.

### **Too Little Information**

Discussion during the Las Vegas meeting largely ignored the arguments about the content of the standards. It focused instead on the challenges states will face in trying to adopt them and the unanswered questions that hinder states' decisionmaking processes.

Representatives from some states said that even though their states have pledged support for common standards, board members are uncertain about accepting them because they've seen only drafts.

"We really are committed to trying to align [with the common standards], but we don't know what we're dealing with," said Patty Myers, the chairwoman of Montana's board.

Nearly all the state board representatives said they worry that they lack the time and money to develop all the elements necessary to implement the standards in a meaningful way.

In Washington state, officials are distributing information about the common standards and soliciting feedback, said Sheila Fox, a board member there. But even if adoption garners broad support, she said, other "planets need to be aligned": good curriculum, assessments, and professional development.

State board members also expressed many concerns about how the common standards interact with the competition for federal Race to the Top money. Under U.S. Department of Education criteria, states have a better chance of winning such grants if they support common standards.

One member asked what would happen if a state won that economic-stimulus aid and later decided against the common standards. Another asked what would happen if a state won Race to the Top money but couldn't adopt the standards by the Aug. 2 deadline specified by the federal government.

While no immediate answers to those questions were forthcoming at the meeting, federal officials have said in general that significant departures from states' application pledges could warrant discussion about whether portions of their grants would be withheld.

### **Revisions and Philosophy**

Concern about the perceived intrusion of federal officials into state education authority, because of their support of common standards and assessments, also was a frequently stated issue.

In Montana, officials "want to do the right thing," said Steve Meloy, the executive secretary for the board of education. But they keep hearing the question, "Where will we draw the line? First it's standards, then curriculum, then textbooks," he said.

A number of board members also expressed reluctance to abandon standards their states have only recently revised.

"I don't think we're going to be anxious to throw out our standards and start all over again with theirs," said Randy DeHoff, a member of the state board in Colorado, which recently revised its standards.

Some members questioned whether standards or the common assessments eventually designed to align with them will be compatible with their educational philosophies. In Wyoming, said its board vice chairwoman, Sandra Barton, students are assessed through a "body of evidence" approach that draws on their work over time to demonstrate proficiency.

Discussion of the common standards sparked a dialogue about teacher quality, too.

"The standards aren't going to do diddly for any kid in any state if we don't do something about teacher quality," said Esther J. Cox, a board member from Alaska, one of two states that have not signed on to support the initiative.

Many attendees complained that the August adoption deadline in Race to the Top had forced them into an uncomfortably hurried posture.

"This is really rushed. We just don't know very much yet," said Nevada board member Cliff Ferry. In Nevada, a separate committee is charged with standards adoption, and the state board can weigh in, but that "probably won't happen" in this case because of the short timeline, he said.

Larry Shumway, the superintendent of schools in Utah, told the group that common standards presented "an opportunity to do the right thing." But he acknowledged that much soul-searching remains before that goal is reached and before educators figure out how to teach all students to those standards.

"I hope you'll come away from this meeting with a knot in the pit of your stomach about how far we have to go," he said. "It should keep you up at night."

## Will, Carol

---

**From:** Gettel, Steve [sgettel@msdb.mt.gov]  
**Sent:** Friday, January 29, 2010 10:23 AM  
**To:** Clayton-Bye, Carol; Dolphay, Hollis; Eddy, Diane; Harding, Tiffany; Kelly, Jim; Lee, Maeona; Moog, Diane; Schwabe, Kim; Slonaker, Dennis; Sykes, Bill  
**Cc:** 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  
**Subject:** Budget reductions  
**Attachments:** 17-7-140 MSDB.pdf

Folks,

MSDB was asked to participate in the budget reduction efforts of the Governor's Office. An excerpt from the attached letter from Budget Director Ewer reads, "While the School for the Deaf and Blind is exempt from the mandatory spending reductions required of the Executive under 17-7-140, we respectfully ask the MSDB to consider joining the Executive in implementing voluntary reductions."

In conversations with our budget analyst we learned that most if not all agencies are participating in this effort. Base Aid to public schools is also exempt and LEAs will not voluntarily be offering to revert some of their State General Funds however there are other flow through dollars directed to public schools that will be captured by OPI and reverted back to the budget office. It's always comparing apples to oranges when we look equity between funding for LEAs and MSDB. It's early in the process but by the end of FY11 I expect that every school will be cutting spending regardless of where they get their money.

That said you may see in the paper at some time in the future that MSDB is prepared to reduce spending by about 1% totaling \$64,675.32. These reductions come from the operating budgets of all four of our program areas. Because we do not know how much vacancy savings maybe generated or the amount of the potential termination pay outs from retirements at the end of the school year, no funds were offered from personal services.

This is the message that as sent to Director Ewer regarding our proposed reductions.

Dear Budget Director

Attached are the school's planned reductions for the current fiscal year. It is possible the school could generate more in vacancy savings but the budget picture at this juncture is unclear. We currently have one teacher that indicated she will retire at the end of this school year – the payout on her will be minimal. However, we have two (2) additional staff that indicated they **may** retire at the end of this year – the payout on these individuals, depending on what retirement option they take, could be substantial. The school surveyed all staff concerning their intent to return to work next fall. We will have a better budget picture for the current year when all of the staff surveys are in. It may be necessary, depending on which staff decide to retire, for the school to request a personal services contingency allocation.

Bill Sykes, Business Manager

Bill has sent notice to curtail all but essential spending from the operating budgets. The school will make the best effort to limit spending to help the Governor's Office address the fiscal problems developing as a result of decreased revenue. This may only be the first of several reductions needed to get through the 2011 biennium. It may be premature in stating this but if more reductions are needed in FY11 we will do our best to make them in the operating budgets. If deeper cuts require reductions in the personal services budgets and will collaborate will all programs and as always will come up with plans that have the least impact on direct education services to our students.

If you have any questions do not hesitate to talk with Bill or me.

Steve

OFFICE OF THE GOVERNOR  
BUDGET AND PROGRAM PLANNING  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



PO Box 200802  
HELENA, MONTANA 59620-0802

January 8, 2010

Steve Gettel, Superintendent  
School for the Deaf and Blind  
3911 Central Ave  
Great Falls, MT 59405-1697

Superintendent Gettel:

I write to advise you that on behalf of Governor Schweitzer, I today wrote the Executive Branch agencies requesting them to submit plans to reduce their general fund expenditures by 5% in anticipation that an ending fund balance "deficit" for the 2011 biennium will be projected to exist, as provided in § 17-7-140, MCA. Enclosed is a copy of my memo to the agencies, which was emailed to you earlier today.

We have asked the Executive Branch agencies to submit 5% spending reduction plans to OBPP by January 29. These dates were set in order to coordinate the statutorily-required notice provisions to the Legislative Fiscal Analyst and the RAT Committee with previously scheduled meetings of the committees (LFC and RAT). Continued monitoring of state revenue receipts, and our consideration of the recommendations of the RAT Committee, which is scheduled to meet on February 18 and 19, will determine the level of reductions that will actually be implemented. This Office plans to submit its formal spending reduction recommendations to the LFC and the Governor on February 19.

While the School for the Deaf and Blind is exempt from the mandatory spending reductions required of the Executive under 17-7-140, we respectfully ask the MSDB to consider joining the Executive in implementing voluntary reductions. Additionally, we request that you apprise us of any decisions by the MSDB in order that we have the best indication of our revenue picture as we prepare to implement 17-7-140.

Thank you for your consideration of this request. While Montana remains in the black and is fairing far better than most other states, Governor Schweitzer understands the importance of taking precautionary measures now so that we can continue to live within our means.

Do not hesitate to contact me with any questions. I would be happy to discuss our state plan with you at any time.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Ewer".

David Ewer  
Budget Director

Enclosure

OFFICE OF THE GOVERNOR  
BUDGET AND PROGRAM PLANNING  
STATE OF MONTANA



BRIAN SCHWEITZER  
GOVERNOR

PO BOX 200802  
HELENA, MONTANA 59620-0802

TO: **Directors, Centralized Services Administrators, & Interested Parties**

FROM: David Ewer, Budget Director  
Office of Budget and Program Planning

A handwritten signature in black ink, appearing to read "D. Ewer".

DATE: January 8, 2010

SUBJECT: **FY 2010- 2011 budget reductions under § 17-7-140, MCA**

My staff has advised me that our current general fund revenue projections, when compared to the appropriations for the biennium passed by the 2009 Legislature, may result in an ending fund balance that is below allowable statutory limits. Therefore, on behalf of Governor Schweitzer, we are initiating the process of identifying potential budget reductions in accordance with § 17-7-140, MCA, which defines both the definition of an ending fund balance "deficit" (1% of expenditures or approximately \$36.8 million) and the procedures that must be followed to make expenditure reductions if a deficit is determined to exist.

The law requires that if, as Budget Director, I determine that a deficit exists, reductions must be made to assure that the projected ending fund balance is at least 1% of general fund appropriations for the biennium, or approximately \$36 million.

Importantly, reductions should minimize the impact to the citizens of Montana.

What Expenditures May Be Reduced

If a deficit is determined to exist, the Governor may direct reductions from any general fund expenditure not exempted by § 17-7-140, MCA, including HB 2, any other appropriation bills (including HB 645), statutory appropriations, or language appropriations. In addition, reductions may be directed from non-general fund appropriations and non-budgeted transfers when the reduction will increase the general fund balance. An example is the Coal Tax Shared Account, where the unexpended balance is transferred to the general fund.

Reductions may not exceed 10% of general fund appropriations for any single "program," as defined in HB 2. If a program has more than one appropriation, the reduction for one or more of the appropriations may exceed 10% as long as the reduction for the program as a whole does not exceed 10%.

## Agencies and Branches and Certain Expenditures Not Subject to § 17-7-140, MCA

The Legislative and Judicial branches, the Montana School for the Deaf and Blind, principal and interest on state debt, salaries of elected officials, and public school BASE funding are exempt, statutorily, from reductions. These exemptions shield approximately 35% of general fund appropriations from reduction. Of the remaining expenditures, the Governor may not direct those executive agencies headed by elected officials or the Board of Regents to reduce their expenditures by more than the average reduction percentage imposed upon all other executive branch agencies.

### Submitting proposals

On behalf of the Governor, I am directing that each agency engage in the analysis called for under § 17-7-140(1)(b), MCA. OBPP will be making "versions" available on MBARS to record expenditure reduction proposals, and instructions will follow.

For now, each reduction proposal must include an analysis of the impact of the reduction and a determination as to whether the service is mandatory or permissive. A determination that a service is mandatory does not necessarily prohibit reductions. For example, it may be possible to perform a service at a different level or within a different timeframe with less money. For purposes of this process, a service is mandatory if state or federal law requires it. Reductions must be designed to have the least adverse impact on the provision of services most integral to the agency's statutory responsibilities.

The analysis of impact should contain a brief statement about the impact to the users or recipients of the reduced service and to the state. Your agency need not comment about the longer-term impact that would result if the reduction were extended throughout the 2013 biennium, as this will be addressed during EPP as we prepare for the 2011 legislative session. However, it is possible that reductions will be continued forward into the 2013 biennium. Be prepared to explain why the proposed reductions represent the most reasonable choices for Montanans and why other reductions are not being offered.

At this time we do not know that a deficit will be determined to exist, or the exact level of reduction that may be required. Therefore, we request agencies submit proposals for 5% reduction plans. Final reductions may be up to 10% by program, or may be less. Reductions may come from FY 2010 or 2011 appropriations, or both, as necessary to meet statutory requirements.

### Coordination with the Executive Planning Process (EPP)

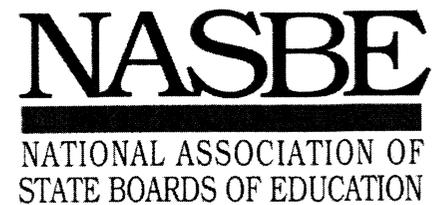
In addition to the prospect of a deficit in this biennium, I anticipate reductions from base level expenditures may be necessary in the 2013 biennium budget. The Executive Planning Process (EPP) for expenditures in the 2013 biennium will begin on approximately May 1, 2010. Therefore, we ask that when you submit your reduction proposals, you recognize the longer-term nature of these budget restraints and the need for sustainable reductions.

## Time Table

**Please submit your agency reduction proposals to OBPP by January 29.** Through your submission on MBARS, the statutory requirement to provide a copy of the submission to the Legislative Fiscal Analyst will be met. We intend to provide formal notice of the projected deficit to the Revenue and Transportation Interim Committee on January 29, and submit the OBPP's formal spending reduction recommendations to the Governor and LFA on February 19. These timeframes were established to coordinate the statutorily-imposed notice requirements to legislative committees with previously scheduled meetings of the committees. (The RAT Committee is scheduled to meet February 18 and 19 and the LFC is scheduled to meet March 4 and 5.)

Finally, we encourage agencies to be mindful that changes to agency rules may be necessary to implement reductions that are finally approved by the Governor.

We will be clarifying issues relating to § 17-7-140, MCA, implementation procedures, any additional restrictions on budget reduction proposals, and any related issues as we encounter them.



January 6, 2010

Ms. Patty Myers  
Chair, Montana Board of Public Education  
369 Carol Drive  
Great Falls, MT 59405

Dear Ms. Myers:

The National Association of State Boards of Education (NASBE) will hold its annual Legislative Conference on Thursday, March 18 and Friday, March 19, 2010, at the L'Enfant Plaza Hotel in Washington, DC. NASBE is pleased to extend a special invitation to the State Board Chair to participate in a preconference session on *Extending the Reach of School Improvement Initiatives: Scaling Teacher and Leader Effectiveness to Promote Student Learning*, a forum for state education leaders on Wednesday, March 17, 2010, sponsored by NASBE along with the National Consortium Partners—the National Governor's Association (NGA), the Council of Chief State School Officers (CCSSO), and the National Conference of State Legislators (NCSL). Members of all of these organizations are invited to participate in a dialogue to examine how to sustain and continuously improve the impact of cohesive strategies to improve the effectiveness of teachers and leaders. (See attached prospectus for more detail.)

We are pleased to schedule this session immediately prior to the NASBE Legislative Conference as this topic takes on particular urgency given the roll-out of federal initiatives tied to the award of \$3.5 billion in American Recovery and Reinvestment Act stimulus funds and the upcoming reauthorization of the Elementary and Secondary Education Act. With support from The Wallace Foundation, NASBE can subsidize travel and accommodations (March 16 and March 17) for up to 20 board members interested in attending these March meetings on a first come, first serve basis. Priority for participation and travel subsidy will be given to members who indicate their intent to register for the Legislative Conference.

The forum will be held on Wednesday, March 17, from 9:00 a.m. until 4:00 p.m. at the L'Enfant Plaza Hotel in Washington, DC, which is the location for the NASBE Legislative Conference. The Legislative Conference is one of NASBE's premier events that offer state board members a wealth of information on federal policies and the opportunity to meet with and discuss educational reform initiatives with their elected representatives.

In order to ensure accommodations, please let us know of your **state's interest in participating no later than February 10, 2010**. Please contact Jessie Levin at 703-740-4843 or by email at [jessiel@nasbe.org](mailto:jessiel@nasbe.org) to register your state's interest in participating in the pre-conference forum. This invitation is extended to the state board chair. Please contact Jessie Levin at [jessiel@nasbe.org](mailto:jessiel@nasbe.org) if you are interested in designating another individual as the board representative. (CCSSO, NGA, and NCSL will extend separate invitations to its members.) Further logistical and registration information on the preconference forum and Legislative Conference is forthcoming.

If you have any questions about the session, please contact Mariana Haynes at 703-740-4832 or by email at [marianah@nasbe.org](mailto:marianah@nasbe.org).

Respectfully,

A handwritten signature in cursive script that reads "Brenda L. Welburn".

Brenda L. Welburn  
Executive Director



# 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

January 21, 2010

Walt Acra  
Laurel High School  
410 Colorado Avenue  
Laurel, MT 59044

Dear Mr. Acra,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as the 2010 Montana Association of Secondary School Principals' Montana Assistant Principal of the Year. Your continued commitment to your school and the Laurel 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

January 19, 2010

### 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

Anna K. Kelsch  
2998 W. Warren Cir.  
Bluffdale, UT 84065

Dear Ms. Kelsch,

The Montana Board of Education received your letter today, January 19, 2010. This response letter will be sent out on January 20, 2010.

The Montana Board of Public Education is happy to see you taking on such a large endeavor by contacting every state's board of education in the Union. We hope you had fun and that your report does well at the school science fair.

Sincerely,

A handwritten signature in cursive script, appearing to read "A Warhank".

Anneliese Warhank  
Administrative Assistant, Certification Standards and Practices Advisory Council,  
Board of Public Education

January 12<sup>th</sup> 2010

Board of Public Information  
46 N. Last Chance Gulch  
P.O. Box 200601  
Helena MT 59620

Dear Sir or Madam,

Hello, my name is Anna K. Kelsch. I'm writing to you because of my school. We are doing a science fair and to complete mine I needed to write a letter to you. My project is on testing which state replies to my letters on time and without a return stamp.

To help me with my project, all I need you to do is reply to my letter. The letter should contain the date you received my letter and the date you sent it. That is all that is needed for me to complete my project. My address is at the bottom of the page.

My project would be greatly benefitted if you replied. Each state is being asked the same thing so I can get a better idea of the data for my experiment. Thank you for taking time out of your day to read my letter. If you could, please send your reply before January 26<sup>th</sup>.

Sincerely,

Anna K. Kelsch

2998 W. Warren Cir.  
Bluffdale, Utah 84065

**Will, Carol**

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**From:** Meloy, Steve  
**Sent:** Friday, January 15, 2010 9:25 AM  
**To:** 'Kristin Tolson'  
**Cc:** Peterson, Linda; 'sbuswell@helena.k12.mt.us'; Will, Carol  
**Subject:** RE: School Nurse to Student Ratio

Kristin:

The process of reviewing chapter 55 is underway and is being coordinated by the Office of Public Instruction. At our Board meeting of last week, several members of the Board suggested that a member of your organization be included on the "task force" which is being assembled in order to assure that your organization's concerns are being incorporated into the review and subsequent recommendations to the Board. The OPI responded that they have not included a member to the task force but would extend an invitation for a member from your association to be involved in the process. I am confident that you will be allowed to participate in this manner. I would encourage you to contact Linda Vrooman Peterson at [lvpeterson@mt.gov](mailto:lvpeterson@mt.gov) for information to the process and timelines.

Your presentations to the Board have made a lasting impression and I urge you to stay vigilant in monitoring the process and progress of review of this important chapter.

Steve

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**From:** Kristin Tolson [<mailto:tolsonk@hsd3.org>]  
**Sent:** Wednesday, January 13, 2010 6:29 PM  
**To:** Meloy, Steve  
**Subject:** School Nurse to Student Ratio

Dear Mr. Meloy:

I am one of the RN's who attended your March 2009 presentation to and discussion with school nurses, regarding the initiative to set a School Nurse:Student Ratio standard in Montana public schools. I appreciated your support of our efforts and frank explanations. And, please accept my congratulations for being elected President of the National Council of State Boards of Education Executives.

After scrolling through the on-line Board of Public Education Minutes of January-November 09 meetings, as well as Reports & Recommendations, Rule Notices, and Meeting Schedule and Agendas, I'm writing to you to inquire about the current status of establishing the School Nurse:Student Ratio. In the minutes from the July meeting I saw something about the proposal being incorporated into the Chapter 55 Standards when that Chapter is reviewed. The Minutes refer the reader to Item 16 for discussion of "ARM Chapter 55- Proposal & Timeline," but I couldn't find any further information. I saw the statement that the S.B. requiring funding-first for proposed B.P.E. Rules "died."

Can you provide any information to me about what the B.P.E. has proposed to the Legislature, or when that may happen? And what the legislative and implementation timelines might be after any B.P.E. proposals are made? I'm not sure what to expect or when.

I know you're extremely busy and don't expect detailed explanations. Thank you for any information you can provide.

Sincerely,

Kristin Tolson, R.N., B.S.N.  
School Nurse  
Hamilton School District 3  
Hamilton, MT

**Will, Carol**

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**From:** Meloy, Steve  
**Sent:** Tuesday, January 12, 2010 9:38 AM  
**To:** Will, Carol; Bruce Messinger; Claudette Morton; Coopersmith, Nancy; Darrell Rud; Dave Puyear; Diane Neff; Donovan, Pete; Eddie Black; Eric Burke; Eric Feaver; Granbery, B J; Hall, Nancy; Halliday, Deb; Julie Sykes; Juneau, Carol; Juneau, Denise; Lance Melton; Lynda Brannon; Marco Ferro; Mark Lambrecht; Meloy, Steve; Parman, Dennis; Quinlan, Madalyn; Rhoades, Jessica; Sandra Boham; Silverthorne, Joyce; Terry Kendrick; Villa, Dan  
**Subject:** Board appointment

Dear Members:

Per our discussion yesterday regarding eligibility for our board member opening: (b) Not more than four may be affiliated with the same political party. In this appointment either a Republican, Democrat, or Independent will be eligible. (a) Not more than four may be from one commissioner district. The appointee would have to reside in District 1 which consists of: Lincoln, Flathead, Sanders, Lake, Mineral, Missoula, Ravalli, Powell, Granite, Deer Lodge, Silver Bow, Jefferson, Broadwater, Beaverhead, Madison, Gallatin, Park, Sweet Grass, Stillwater, and Carbon. Hope this helps.

Steve

**Steve Meloy**  
**Executive Secretary**  
**Board of Public Education**  
**(406)444-6576**  
**[smeloy@mt.gov](mailto:smeloy@mt.gov)**

**Will, Carol**

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**From:** Meloy, Steve  
**Sent:** Friday, January 08, 2010 3:11 PM  
**To:** 'Neff, Diane'; Will, Carol  
**Subject:** RE: Board of Trustees Meeting Agenda - Tuesday, January 12, 2010

Hi Diane:

Just to let you know that I continue to appreciate being informed as to the District Board business. The local perspective is always helpful to me as I work my way through the diverse issues that come to the BPE.

Thank again and have the best new year ever.

Steve

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**From:** Neff, Diane [mailto:dneff@helena.k12.mt.us]  
**Sent:** Friday, January 08, 2010 2:55 PM  
**To:** MondayMessinger  
**Subject:** Board of Trustees Meeting Agenda - Tuesday, January 12, 2010

**Hello Everyone:**

**Attached is the agenda for the Board of Trustees meeting scheduled for Tuesday, January 12, 2010 at 6:00 p.m. at the Front Street Learning Center. At 5:00 p.m., prior to the regular business meeting, there is a Board of Trustees Study Group scheduled to discuss School Elections.**

**The meeting is open to the public and everyone is welcome to attend.**

**If you have questions regarding the meeting or the agenda, please feel free to contact our office.**

**Thank you.**

**Diane**

Diane Neff  
Helena Public Schools  
Executive Assistant  
55 South Rodney  
Helena, MT 59601  
Telephone: (406) 324-2001  
Fax: (406) 324-2035  
[dneff@helena.k12.mt.us](mailto:dneff@helena.k12.mt.us)



January 7, 2010

## C.M. Russell junior starts second term on Board of Public Education

By KRISTEN CATES  
*Tribune Staff Writer*

A Great Falls student is doing his best to represent the interests other students across the state.

Tim Seery, a junior at C.M. Russell High School, recently was voted into a second term on the Montana Board of Public Education by the Montana Association of Student Councils.

Though he isn't a voting member of the Board of Public Education, his opinion as a student representative is strongly valued.

"We need that student voice," said Patty Myers, chairwoman of the board. "They have a lot of input."

Myers said Montana is one of a small group of states that allows students to serve on its education board of directors. She added that Seery has been an excellent representative.

"The wisdom he brings and shares with us is invaluable," she said.

Seery, who is involved in a plethora of community activities including everything from the Great Falls Youth Council to student council at CMR, youth orchestra and the C.M. Russell Museum, said he was excited when he was appointed to the Board of Public Education last year.

"I had always had an interest in how education worked ... and how it works at a higher level," he said. "I thought it would be an honor to represent the students of Montana."

The Board of Public Education is the body that oversees school curriculum and accreditation.

Seery said that last year one of his teachers mentioned the duties of the student representative on the board. Seery then began researching it and found that the Montana Association of Student Councils selects the representative based on applications from students involved in student council at the local level.

He said his application was picked in March, and he began serving his first term on the board in May 2009. The student council organization — comprised of his peers and faculty advisers — recently picked him to serve a second one-year term, which will begin in May.

Seery said he will be presenting information on Great Falls Public Schools' "College Bound" program at the board meeting this week. He also has been talking to board members about expanding speech and debate programs across the state.

"Tim is so involved in other projects," Myers said. "He brings that right back to us, and his reports are always informative."

# January 2010

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Notes:

January 15th - Chapter 55 - Patty

January 15th - RTTT - Patty/Steve



3

4

10

18

17

25

24

31

5

MSDB Conference Call  
- **Patty, Steve, Bernie**

12

Ed Forum - **Pete/Steve**  
Revising Teacher  
Education - **Pete**  
MSDB Foundation Mtg -  
**Patty**

18

Teacher Prep - **Pete**  
School Staffing - **Pete**  
Entrance Conference for  
audit - **Steve/Carol**

27

Race to the Top - **Steve, Patty**  
Council of Deans - **Pete**

7

Meeting w/ Governor's  
Office - **Patty, Angela, Steve**  
NWMASS Meeting  
Kalspell - **Bernie**

Board of Public Education Meeting - **Helena**

14

Teacher Education -  
**Pete**  
BOR Reception - **Steve**  
Board of Regents  
Meeting

21

School Staffing - **Pete**  
Finance/Executive  
Committee Conf. Call -  
**Steve/Patty/Angela/**  
**Storrs**

28

Montana Virtual  
Academy - **Pete**

8

Common Core  
Meeting/Finance - **Patty**

School Staffing - **Pete**  
Measurable Objectives  
Mtg - **Steve**

22

29

Assessment Conference - **Helena - Sharon**

9

16

23

30

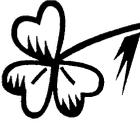
Planning Meeting -  
Educator Forum - **Pete**

Notes:

# February 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1 NASBE's Common Core Standards Regional Meeting -	2 MASS - Kalispell- Bernie	3 Council of Deans Teleconference - Pete	4 School Staffing - Pete	5 School Staffing - Pete	6
7	8 K-20 Shared Policy Goals - Steve	9 Ed Forum Performance Assessment: Overview of Practice - Pete	10 Healthy Schools Network - Steve	11 School Staffing - Pete	12 School Staffing - Pete	13
	15  Washington	16 RTTT - Steve, Patty	17 Measurable Objectives for Shared Policy - Steve	18 Healthy Schools Network - Steve	19 MTVA - Steve, Pete	20
21	We the People - Steve Meeting w/OPI to streamline BPE Meetings - Patty, Steve, Carol	23 Meeting with Sue Buswell - Steve	24 School Counseling Leadership - Steve, Pete	25 Meeting w/Great Falls Administration Concerning PIR days-	26	27
28	Notes: TEAC Audit MSU- Bozeman Day 1 -					

# March 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1 TEAC Audit MSU - Bozeman Day 2 - Pete	2 MSDB Committee Meeting - Patty, Steve, Bernie	3	4	5	6
7	8	9	10	11 BOE/BPE Meetings - Helena ELG Subcommittee Meeting - Steve	12	13
14	15	16	17 	18	19	20
21	22	23	24 MMSTI Meeting - Pete/Patty	25	26	27
28	29	30 Chapter 55 - Patty	31	Notes:		

**A. VICE-CHAIR ELECTION  
(ACTION)**

**Board of Public Education**  
**Proposed Committee Assignments**  
2010

**STANDING COMMITTEES**

**Executive Committee**

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

**Accreditation Committee**

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

**John will become chair. Tim stays on the cmt.—  
1 vacancy.**

**Licensure Committee**

Angela McLean, Chair  
Sharon Carroll, Member  
**Sharon becomes chair.  
1 vacancy**

**MSDB Committee**

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

**Government Affairs Committee**

**(NASBE Delegate)**  
Patty Myers, Chair

**Legislative Committee**

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

**Assessment Committee**

Sharon Carroll, Chair  
Cal Gilbert, Member

**ADVISORY GROUP LIAISONS**

Angela McLean, CSPAC  
Cal Gilbert, MACIE  
Patty Myers, MSDB Foundation  
**Sharon, becomes CSPAC liason.**

**TASK FORCE**

**Chapter 55**

**John Edwards  
Patty Myers**

**Indian Education for All**

Cal Gilbert, Chair  
**Is this task force necessary?**

**Distance Learning/MTVA**

Patty Myers, Chair

**STATE BOARD OF EDUCATION**

**Kindergarten to College Workgroup**

Steve Meloy  
Bernie Olson

**Would it make sense that we add Erin to the committee?**

**LEGISLATIVE COMMITTEE**

**Education and Local Government**

**Interim K-12 Subcommittee**

Patty Myers  
Angela McLean

**This should be the other member of the Executive cmt.**

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	01100	9,459.46	68,999.47		3,118.00	3,118.00
TOTAL FUND 01100 General Fund		9,459.46	69,449.47		3,118.00	3,118.00
<b>TOTAL PART-A ACTUAL REVENUE ACCOUNT SUMMARY</b>						
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>						
61101 Regular	01100					
61112 Differential Pay	01100					
TOTAL 61100 Salaries						
61301 Per Diem	01100		1,550.00			1,550.00
61401 FICA	01100	689.65	5,103.70			5,103.70
61402 Retirement - Other	01100	161.50	1,192.73			1,192.73
61403 Group Insurance	01100	1,239.75	7,368.73			7,368.73
61404 Workers Compensation Insur	01100	131.56	965.01			965.01
61404A State Fund Dividend-NONBUDG	01100	13.68-	13.68-			13.68-
61410 State Unemployment Tax	01100	33.10	242.63			242.63
61411 Teachers Retirement	01100	709.90	5,209.97			5,209.97
TOTAL 61400 Employee Benefits		2,951.78	20,069.09			20,069.09
<b>TOTAL 61000 Personal Services</b>						
62102 Consult & Prof Services	01100	3.50	10.00			10.00
62104 Insurance & Bonds	01100		309.00			309.00
62108 Legal Fees & Court Costs	01100		2,562.00			2,562.00
62113 Warrant Writing Services	01100	3.01	31.64			31.64
62114 HRIS Service Fees	01100	124.50	372.50			372.50
62114A Workers' Comp Program Fees	01100	17.00	51.00			51.00
62148 SABHS Administrative Costs	01100	283.25	849.75			849.75
62190 Printing/Pub & Graphics	01100	31.38	31.38			31.38
62199 General	01100	90.00	3,240.00			3,240.00
621B5 ITSD Email	01100	9.17	55.01			55.01
621B8 ITSD Operational Support	01100	3.07	18.42			18.42
621C1 ITSD Installation	01100	45.00	45.00			45.00
621C5 ITSD Enterprise Services	01100	72.92	437.52			437.52
TOTAL 62100 Other Services		682.80	8,013.22			8,013.22
<b>TOTAL 62200 Supplies &amp; Materials</b>						
62212 Photo & Reproduction	01100	105.57	200.61			200.61
62225 Books & Reference Materials	01100		16.50			16.50
62236 Ofc Supplies/Central Stores	01100		63.03			63.03
62241 Office Sup/Minor Equip-NonStat	01100		614.15			614.15
62249 Minor Software.	01100		106.00			106.00
62280 Program Expense	01100	60.97	493.37			493.37
622B1 ITSD Asset Broker	01100	50.00	300.00			300.00
TOTAL 62200 Supplies & Materials		216.54	1,793.66			1,793.66
<b>TOTAL 62300 Postage &amp; Mailing</b>						
62304 Postage & Mailing	01100	70.73	1,017.47			1,017.47
62319 Cellular Phones	01100	58.78	351.99			351.99
623B0 ITSD Voice Services	01100	44.06	300.85			300.85
623B2 ITSD Network Services	01100	22.96	137.76			137.76
623B4 ITSD Long Distance	01100	9.86	21.90			21.90

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	58%
ACCOUNT	FUND	206.39	1,829.97			CURR+PRIOR	1,829.97
TOTAL	62300 Communications		1,829.97				
62401	In-State Personal Car Mileage		265.10				265.10
62404	In-State State Motor Pool		325.22				325.22
62407	In-State Meals		85.00				85.00
62408	In-State Lodging		799.94				799.94
62410	In-State Meals Overnight		18.00				18.00
62412	Out-Of-State Commercial Trans		648.90				648.90
62417	Out-Of-State Meals		86.00				86.00
62418	Out-Of-State Lodging		558.12				558.12
62427	Commuter Allowance		62.00				62.00
62485	NonEmployOutStateCommerc/Trans		117.70				117.70
62486	NonEmployInStateCommerc/Trans		383.40				383.40
62489	Non-Employee In State Mileage	1,243.00	6,141.85				6,141.85
62490	Non-Employee In State Meals	316.00	1,303.00				1,303.00
62497	Non-Employee In-State Lodging	1,212.47	4,683.37				4,683.37
TOTAL	62400 Travel	2,771.47	15,477.60				15,477.60
62528	Rent-Non Dept of Admin		3,810.73				3,810.73
62801	Dues		21,995.00				21,995.00
62802	Subscriptions		94.62				94.62
62817	Meetings/Conference Costs		695.00				695.00
62878	Parking Fees	112.00	840.00				840.00
62888	Statewide Indirect Costs		56.00				56.00
TOTAL	62800 Other Expenses	112.00	23,680.62				23,680.62
TOTAL	62000 Operating Expenses	3,989.20	54,605.80				54,605.80
63302	Office Equip-Cap Lease-Nonbud						
69301	Principal - Leases	74.24	593.92				593.92
TOTAL	FUND 01100 General Fund	16,474.68	146,268.28				149,386.28
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	16,474.68	146,268.28				149,386.28
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE
62000	Operating Expenses	01100	2009 235H1	161,640.00	2,220.64-	2,220.64	3,118.00
TOTAL	SUB-CLS 235H1 ADMINISTRATION			510.00	2,220.64-	2,220.64	593.92
TOTAL	FUND 01100 General Fund			162,150.00	2,220.64-	2,220.64	149,386.28
TOTAL	PROGRAM 2009				2,220.64-	2,220.64	149,386.28
61000	Personal Services	01100	2010 235H1	161,640.00		90,632.24	71,007.76
61000	Personal Services	01100	2010 235H2	510.00		450.00	60.00
TOTAL	61000 Personal Services			162,150.00		91,082.24	71,067.76
62000	Operating Expenses	01100	2010 235H1	59,280.00		54,605.80	4,674.20
69000	Debt Service	01100	2010 235H1	891.00		593.92	297.08
TOTAL	SUB-CLS 235H1 ADMINISTRATION			221,811.00		145,831.96	75,979.04
TOTAL	SUB-CLS 235H2 HB 13 OTO PAYMENT			510.00		450.00	60.00
TOTAL	FUND 01100 General Fund			222,321.00		146,281.96	76,039.04

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

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

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
ACCOUNT TOTAL PROGRAM 2010 FUND PROG SUB-CLS BUDGET ELAPSED TIME YTD: 58%  
TOTAL PROGRAM 2010 222,321.00 BALANCE %  
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 222,321.00 2,220.64- 146,281.96 76,039.04 66

TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 222,321.00 2,220.64- 148,502.60 76,039.04 66

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME  
61101 PAY1964646 01/12/2010 000003 PPE 1/1/2010 JA1 ON-CYCLE 4,729.73  
61101 PAY1969769 01/26/2010 000003 PPE 01/15/10 JB1 ON-CYCLE 4,729.73  
TOTAL 61101 Regular 9,459.46

61401 PAY1964646 01/12/2010 000005 PPE 1/1/2010 JA1 ON-CYCLE 345.64  
61401 PAY1969769 01/26/2010 000005 PPE 01/15/10 JB1 ON-CYCLE 344.01  
TOTAL 61401 FICA 689.65

61402 PAY1964646 01/12/2010 000007 PPE 1/1/2010 JA1 ON-CYCLE 80.75  
61402 PAY1969769 01/26/2010 000007 PPE 01/15/10 JB1 ON-CYCLE 80.75  
TOTAL 61402 Retirement - Other 161.50

61403 PAY1964646 01/12/2010 000009 PPE 1/1/2010 JA1 ON-CYCLE 594.70  
61403 PAY1969769 01/26/2010 000009 PPE 01/15/10 JB1 ON-CYCLE 645.05  
TOTAL 61403 Group Insurance 1,239.75

61404 PAY1964646 01/12/2010 000011 PPE 1/1/2010 JA1 ON-CYCLE 65.78  
61404 PAY1969769 01/26/2010 000011 PPE 01/15/10 JB1 ON-CYCLE 65.78  
TOTAL 61404 Workers Compensation Insur 131.56

61404A DIV51010 01/01/2010 000002 State Fund Dividend-NONBUDG 13.68-

61410 PAY1964646 01/12/2010 000013 PPE 1/1/2010 JA1 ON-CYCLE 16.55  
61410 PAY1969769 01/26/2010 000013 PPE 01/15/10 JB1 ON-CYCLE 16.55  
TOTAL 61410 State Unemployment Tax 33.10

61411 PAY1964646 01/12/2010 000015 PPE 1/1/2010 JA1 ON-CYCLE 354.95  
61411 PAY1969769 01/26/2010 000015 PPE 01/15/10 JB1 ON-CYCLE 354.95  
TOTAL 61411 Teachers Retirement 709.90

62102 0001967718 01/20/2010 000001 Consult & Prof Services 3.50

62113 0001967730 01/20/2010 000001 Warrant Writing Services 3.01

62114 0001967713 01/20/2010 000001 HRIS Service Fees 124.50

62114A 0001967716 01/20/2010 000001 Workers' Comp Program Fees 17.00

62148 0001967726 01/20/2010 000001 SABHRS Administrative Costs 283.25

62190 0001967739 01/20/2010 000001 Printing/Pub & Graphics 31.38

62199 0001950802 01/01/2010 000001 General 90.00

621B5 0001967133 01/19/2010 000002 ITSD Email 9.17

ELAPSED TIME YTD: 58%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
621B8	0001967133	01/19/2010	000005	ITSD Operational Support	3.07		
621C1	0001967133	01/19/2010	000004	ITSD Installation	45.00		
621C5	0001967133	01/19/2010	000003	ITSD Enterprise Services	72.92		
62212	ACC1968541	01/22/2010	000008	Copies	95.44	00002250	STRINGER BUSINESS SYSTEMS
62212	ACC1968541	01/22/2010	000010	Copier Lease	10.13	00002251	LYON FINANCIAL SERVICES INC
TOTAL	62212			Photo & Reproduction	105.57		
62280	ACC1961659	01/04/2010	000005	Water	15.75	00002234	LEHRKINDS INC
62280	ACC1961659	01/04/2010	000006	Cable - January	32.72	00002233	BRESNAN COMMUNICATIONS LLC
62280	ACC1971466	01/29/2010	000006	Water - January	12.50	00002254	LEHRKINDS INC
TOTAL	62280			Program Expense	60.97		
622B1	0001967133	01/19/2010	000001	ITSD Asset Broker	50.00		
62304	ACC1971466	01/29/2010	000008	Certified Mail	29.94	00002253	STEVE MELOY
62304	0001970866	01/28/2010	000001	Postage & Mailing	40.79		
TOTAL	62304			Postage & Mailing	70.73		
62319	ACC1967463	01/20/2010	000021	Cell Phone	58.78	00002249	VERIZON WIRELESS SERVICES LLC
623B0	0001970861	01/28/2010	000001	ITSD Voice Services	44.06		
623B2	0001970861	01/28/2010	000002	ITSD Network Services	22.96		
623B4	0001970861	01/28/2010	000003	ITSD Long Distance	9.86		
62489	ACC1964499	01/12/2010	000032	Mileage, Lodging, Meals	242.00	00002235	JOHN EDWARDS
62489	ACC1964499	01/12/2010	000033	Mileage, Lodging, Meals	260.00	00002236	SHARON CARROLL
62489	ACC1964499	01/12/2010	000034	Mileage, Lodging, Meals	192.00	00002237	BERNIE OLSON
62489	ACC1964499	01/12/2010	000035	Mileage and Meals	180.00	00002238	CAL GILBERT
62489	ACC1964499	01/12/2010	000036	Mileage, Lodging, Meals	79.00	00002239	ANGELA MCLEAN
62489	ACC1964499	01/12/2010	000037	Mileage, Lodging, Meals	110.00	00002240	STORRS BISHOP
62489	ACC1964499	01/12/2010	000038	Mileage, Lodging, Meals	90.00	00002241	TIMOTHY SEERY
62489	ACC1964499	01/12/2010	000039	Mileage, Lodging, Meals	90.00	00002242	PATTY MYERS
TOTAL	62489			Non-Employee In State Mileage	1,243.00		
62490	ACC1964499	01/12/2010	000040	Mileage, Lodging, Meals	34.00	00002242	PATTY MYERS
62490	ACC1964499	01/12/2010	000041	Mileage, Lodging, Meals	29.00	00002235	JOHN EDWARDS
62490	ACC1964499	01/12/2010	000042	Mileage, Lodging, Meals	63.00	00002236	SHARON CARROLL
62490	ACC1964499	01/12/2010	000043	Mileage, Lodging, Meals	52.00	00002237	BERNIE OLSON
62490	ACC1964499	01/12/2010	000044	Mileage and Meals	12.00	00002238	CAL GILBERT
62490	ACC1964499	01/12/2010	000045	Mileage, Lodging, Meals	46.00	00002239	ANGELA MCLEAN
62490	ACC1964499	01/12/2010	000046	Mileage, Lodging, Meals	46.00	00002240	STORRS BISHOP
62490	ACC1964499	01/12/2010	000047	Mileage, Lodging, Meals	34.00	00002241	TIMOTHY SEERY
TOTAL	62490			Non-Employee In State Meals	316.00		
62497	ACC1964499	01/12/2010	000048	Mileage, Lodging, Meals	87.67	00002235	JOHN EDWARDS
62497	ACC1964499	01/12/2010	000049	Mileage, Lodging, Meals	248.10	00002236	SHARON CARROLL

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS								
62497	ACC1964499	01/12/2010	000050	Mileage, Lodging, Meals	175.34	00002237	BERNIE OLSON	58%
62497	ACC1964499	01/12/2010	000051	Mileage, Lodging, Meals	175.34	00002239	ANGELA MCLEAN	
62497	ACC1964499	01/12/2010	000052	Mileage, Lodging, Meals	175.34	00002240	STORRS BISHOP	
62497	ACC1964499	01/12/2010	000053	Mileage, Lodging, Meals	175.34	00002241	TIMOTHY SEERY	
62497	ACC1964499	01/12/2010	000054	Mileage, Lodging, Meals	175.34	00002242	PATTY MYERS	
TOTAL	62497	Non-Employee In-State Lodging			1,212.47			
62878	ACC1971466	01/29/2010	000009	Parking-February	112.00	00002252	HELENA CITY OF TREASURER	
69301	ACC1968541	01/22/2010	000011	Copier Lease	74.24	00002251	LYON FINANCIAL SERVICES INC	
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				16,474.68			

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	58%	
ACCOUNT							CURR+PRIOR		
61101	Regular	01100	6,720.16	432.44			432.44		
61101	Regular	02122	6,720.16	48,445.15			48,445.15		
TOTAL	61101 Regular			48,877.59			48,877.59		
61112	Differential Pay	01100	6,720.16	450.00			450.00		
TOTAL	61100 Salaries			49,327.59			49,327.59		
61401	FICA	01100	498.83	35.60			35.60		
61401	FICA	02122	498.83	3,667.26			3,667.26		
TOTAL	61401 FICA			3,702.86			3,702.86		
61402	Retirement - Other	01100	127.20	35.88			35.88		
61402	Retirement - Other	02122	127.20	963.39			963.39		
TOTAL	61402 Retirement - Other			999.27			999.27		
61403	Group Insurance	01100	1,305.00	125.20			125.20		
61403	Group Insurance	02122	1,305.00	7,780.19			7,780.19		
TOTAL	61403 Group Insurance			7,905.39			7,905.39		
61404	Workers Compensation Insur	01100	122.72	9.12			9.12		
61404	Workers Compensation Insur	02122	122.72	893.70			893.70		
TOTAL	61404 Workers Compensation Insur			902.82			902.82		
61410	State Unemployment Tax	01100	23.52	1.76			1.76		
61410	State Unemployment Tax	02122	23.52	171.28			171.28		
TOTAL	61410 State Unemployment Tax			173.04			173.04		
61411	Teachers Retirement	02122	487.20	3,512.63			3,512.63		
TOTAL	61400 Employee Benefits		2,564.47	17,196.01			17,196.01		
TOTAL	61000 Personal Services		9,284.63	66,523.60			66,523.60		
TOTAL	FUND 01100 General Fund		9,284.63	1,090.00			1,090.00		
TOTAL	FUND 02122 Advisory Council		9,284.63	65,433.60			65,433.60		
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,284.63	66,523.60			66,523.60		
PART-B BUDGET EXPENSE ACCOUNT SUMMARY		FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
ACCOUNT									
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		65,433.60	45,615.40	59
TOTAL	61000 Personal Services				112,199.00		66,523.60	45,675.40	59
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		65,433.60	45,615.40	59
TOTAL	FUND 02122 Advisory Council				111,049.00		65,433.60	45,615.40	59

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT FUND PROG SUB-CLS BUDGET EXPENDED ELAPSED TIME YTD: 58%  
 TOTAL PROGRAM 2010 112,199.00 66,523.60 BALANCE %  
 45,675.40 59  
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 112,199.00 66,523.60 45,675.40 59

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME  
 61101 PAY1964647 01/12/2010 000002 PPE 1/1/2010 JA1 ON-CYCLE 3,360.08  
 61101 PAY1969770 01/26/2010 000002 PPE 01/15/10 JB1 ON-CYCLE 3,360.08  
 TOTAL 61101 Regular 6,720.16

61401 PAY1964647 01/12/2010 000003 PPE 1/1/2010 JA1 ON-CYCLE 251.61  
 61401 PAY1969770 01/26/2010 000003 PPE 01/15/10 JB1 ON-CYCLE 247.22  
 TOTAL 61401 FICA 498.83

61402 PAY1964647 01/12/2010 000004 PPE 1/1/2010 JA1 ON-CYCLE 63.60  
 61402 PAY1969770 01/26/2010 000004 PPE 01/15/10 JB1 ON-CYCLE 63.60  
 TOTAL 61402 Retirement - Other 127.20

61403 PAY1964647 01/12/2010 000005 PPE 1/1/2010 JA1 ON-CYCLE 626.00  
 61403 PAY1969770 01/26/2010 000005 PPE 01/15/10 JB1 ON-CYCLE 679.00  
 TOTAL 61403 Group Insurance 1,305.00

61404 PAY1964647 01/12/2010 000006 PPE 1/1/2010 JA1 ON-CYCLE 61.36  
 61404 PAY1969770 01/26/2010 000006 PPE 01/15/10 JB1 ON-CYCLE 61.36  
 TOTAL 61404 Workers Compensation Insur 122.72

61410 PAY1964647 01/12/2010 000007 PPE 1/1/2010 JA1 ON-CYCLE 11.76  
 61410 PAY1969770 01/26/2010 000007 PPE 01/15/10 JB1 ON-CYCLE 11.76  
 TOTAL 61410 State Unemployment Tax 23.52

61411 PAY1964647 01/12/2010 000008 PPE 1/1/2010 JA1 ON-CYCLE 243.60  
 61411 PAY1969770 01/26/2010 000008 PPE 01/15/10 JB1 ON-CYCLE 243.60  
 TOTAL 61411 Teachers Retirement 487.20

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 9,284.63

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:
						58%
<b>PART-A ACTUAL REVENUE ACCOUNT SUMMARY</b>						
583300	Inception of Lease-NONBUDGETED 02219					
TOTAL	FUND 02219 Research Fund					
TOTAL	PART-A ACTUAL REVENUE ACCOUNT SUMMARY					
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>						
61101	Regular	250.26	1,001.04			1,001.04
61301	Per Diem	450.00	550.00			550.00
61401	FICA	17.38	71.45			71.45
61402	Retirement - Other	17.94	71.76			71.76
61403	Group Insurance	65.25	1,107.88			1,107.88
61404	Workers Compensation Insur	4.56	18.24			18.24
61404A	State Fund Dividend-NONBUDG	13.68-	13.68-			13.68-
61410	State Unemployment Tax	0.88	3.52			3.52
TOTAL	61400 Employee Benefits	92.33	1,259.17			1,259.17
TOTAL	61000 Personal Services	792.59	2,810.21			2,810.21
62102	Consult & Prof Services					
62104	Insurance & Bonds	3.50	10.00			10.00
62113	Warrant Writing Services	3.00	309.00			309.00
62114	HRIS Service Fees	124.50	31.59			31.59
62114A	Workers' Comp Program Fees	17.00	372.50			372.50
62148	SABHRS Administrative Costs	283.25	51.00			51.00
62190	Printing/Pub & Graphics	97.47	849.75			849.75
62199	General	90.00	97.47			97.47
621B5	ITSD Email	9.16	90.00			90.00
621B8	ITSD Operational Support	3.07	54.96			54.96
621C1	ITSD Installation	45.00	18.42			18.42
621C5	ITSD Enterprise Services	72.91	45.00			45.00
TOTAL	62100 Other Services	748.86	437.47			437.47
62212	Photo & Reproduction	105.57	200.59			200.59
62225	Books & Reference Materials		16.50			16.50
62236	Ofc Supplies/Central Stores		63.03			63.03
62241	Office Sup/Minor Equip-NonStat		83.77			83.77
62249	Minor Software.		53.00			53.00
62280	Program Expense	60.97	493.34			493.34
622B1	ITSD Asset Broker	50.00	300.00			300.00
TOTAL	62200 Supplies & Materials	216.54	1,210.23			1,210.23
62304	Postage & Mailing	40.78	933.58			933.58
623B0	ITSD Voice Services	44.05	300.79			300.79
623B2	ITSD Network Services	22.96	137.76			137.76
623B4	ITSD Long Distance	0.34	4.82			4.82
TOTAL	62300 Communications	108.13	1,376.95			1,376.95
62404	In-State State Motor Pool					
62407	In-State Meals		178.82			178.82
62408	In-State Lodging		22.00			22.00
62410	In-State Meals Overnight		435.42			435.42
TOTAL			72.00			72.00

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	58%
						CURR+PRIOR	
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
62489	02219	926.00	3,098.50			3,098.50	
62490	02219	150.00	424.00			424.00	
62497	02219	500.34	1,695.18			1,695.18	
TOTAL		1,576.34	5,925.92			5,925.92	
62528	02219		3,810.66			3,810.66	
62801	02219		400.00			400.00	
62802	02219		94.62			94.62	
62878	02219	112.00	840.00			840.00	
62888	02219		56.00			56.00	
TOTAL		112.00	1,390.62			1,390.62	
TOTAL	62000	2,761.87	16,081.54			16,081.54	
63302	02219				3,118.00	3,118.00	
69301	02219	74.23	593.88			593.88	
TOTAL		3,628.69	19,485.63		3,118.00	22,603.63	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	3,628.69	19,485.63		3,118.00	22,603.63	

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
<b>PART-B BUDGET EXPENSE ACCOUNT SUMMARY</b>								
62000	02219	2009	235H5		2,220.64-	2,220.64		
TOTAL SUB-CLS			235H5 RESEARCH		2,220.64-	2,220.64		
TOTAL FUND			Research Fund		2,220.64-	2,220.64		
TOTAL PROGRAM			2009		2,220.64-	2,220.64		
61000	02219	2010	235H1	22,957.00		2,823.89	20,133.11	12
62000	02219	2010	235H1	51,152.00		16,081.54	35,070.46	31
69000	02219	2010	235H1	891.00		593.88	297.12	67
TOTAL SUB-CLS			235H1 ADMINISTRATION	75,000.00		19,499.31	55,500.69	26
TOTAL FUND			Research Fund	75,000.00		19,499.31	55,500.69	26
TOTAL PROGRAM			2010	75,000.00		19,499.31	55,500.69	26
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				75,000.00	2,220.64-	21,719.95	55,500.69	26

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1964646	01/12/2010	000004	PPE 1/1/2010 JAI ON-CYCLE	125.13		
61101	PAY1969769	01/26/2010	000004	PPE 01/15/10 JB1 ON-CYCLE	125.13		
TOTAL	61101	Regular			250.26		
61301	ACC1964499	01/12/2010	000028	Per Diem	100.00	00002235	JOHN EDWARDS
61301	ACC1964499	01/12/2010	000029	Per Diem	100.00	00002237	BERNIE OLSON
61301	ACC1964499	01/12/2010	000030	Per Diem	100.00	00002240	STORRS BISHOP
61301	ACC1964499	01/12/2010	000031	Per Diem	100.00	00002242	PATTY MYERS
61301	ACC1967463	01/20/2010	000020	Per Diem	50.00	00002247	TONIA BLOOM
TOTAL	61301	Per Diem			450.00		

ELAPSED TIME YTD: 58%

ACCNT	CURR MONTH	DETAIL EXPENSE	TRANSACTIONS	JRNAL-ID	DATE	JRNAL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	61401	FICA						17.38		
61401	PAY1964646	01/12/2010	000006	PPE	1/1/2010	JAI	ON-CYCLE	8.90		
61401	PAY1969769	01/26/2010	000006	PPE	01/15/10	JB1	ON-CYCLE	8.48		
TOTAL	61402	Retirement - Other						17.94		
61402	PAY1964646	01/12/2010	000008	PPE	1/1/2010	JAI	ON-CYCLE	8.97		
61402	PAY1969769	01/26/2010	000008	PPE	01/15/10	JB1	ON-CYCLE	8.97		
TOTAL	61403	Group Insurance						31.30		
61403	PAY1964646	01/12/2010	000010	PPE	1/1/2010	JAI	ON-CYCLE	33.95		
61403	PAY1969769	01/26/2010	000010	PPE	01/15/10	JB1	ON-CYCLE	65.25		
TOTAL	61404	Workers Compensation Insur						2.28		
61404	PAY1964646	01/12/2010	000012	PPE	1/1/2010	JAI	ON-CYCLE	2.28		
61404	PAY1969769	01/26/2010	000012	PPE	01/15/10	JB1	ON-CYCLE	4.56		
TOTAL	61404	State Fund Dividend-NONBUDG						13.68		
61404A	DIV51010	01/01/2010	000003	State Fund Dividend-NONBUDG						
62102	0001967718	01/20/2010	000002	Consult & Prof Services				3.50		
62113	0001967730	01/20/2010	000002	Warrant Writing Services				3.00		
62114	0001967713	01/20/2010	000002	HRIS Service Fees				124.50		
62114A	0001967716	01/20/2010	000002	Workers' Comp Program Fees				17.00		
62148	0001967726	01/20/2010	000002	SABHRS Administrative Costs				283.25		
62190	0001967739	01/20/2010	000002	Printing/Pub & Graphics				97.47		
62199	0001950802	01/01/2010	000002	General				90.00		
621B5	0001967133	01/19/2010	000007	ITSD Email				9.16		
621B8	0001967133	01/19/2010	000010	ITSD Operational Support				3.07		
621C1	0001967133	01/19/2010	000009	ITSD Installation				45.00		
621C5	0001967133	01/19/2010	000008	ITSD Enterprise Services				72.91		
62212	ACC1968541	01/22/2010	000007	Copies				95.44	00002250	STRINGER BUSINESS SYSTEMS
62212	ACC1968541	01/22/2010	000009	Copier Lease				10.13	00002251	LYON FINANCIAL SERVICES INC
TOTAL	62212	Photo & Reproduction						105.57		
62280	ACC1961659	01/04/2010	000007	Cable - January				32.72	00002233	BRESNAN COMMUNICATIONS LLC
62280	ACC1961659	01/04/2010	000008	Water				15.75	00002234	LEHRKINDS INC
62280	ACC1971466	01/29/2010	000007	Water - January				12.50	00002254	LEHRKINDS INC

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
TOTAL	62280			Program Expense	60.97			58%
622B1	0001967133	01/19/2010	000006	ITSD Asset Broker	50.00			
62304	0001970866	01/28/2010	000002	Postage & Mailing	40.78			
623B0	0001970861	01/28/2010	000004	ITSD Voice Services	44.05			
623B2	0001970861	01/28/2010	000005	ITSD Network Services	22.96			
623B4	0001970861	01/28/2010	000006	ITSD Long Distance	0.34			
62489	ACC1967463	01/20/2010	000022	Mileage, Lodging, Meals	224.00	00002245	PATTY MUIR	
62489	ACC1967463	01/20/2010	000023	Mileage, Lodging, Meals	113.00	00002248	DOUGLAS REISIG	
62489	ACC1967463	01/20/2010	000024	Mileage, Lodging, Meals	193.00	00002244	SHARON APPELEGATE	
62489	ACC1967463	01/20/2010	000025	Mileage, Lodging, Meals	166.00	00002247	TONIA BLOOM	
62489	ACC1967463	01/20/2010	000026	Mileage, Lodging, Meals	230.00	00002246	MARY SUSAN E FISHBAUGH	
TOTAL	62489			Non-Employee In State Mileage	926.00			
62490	ACC1967463	01/20/2010	000027	Lodging and Meals	29.00	00002243	JUDIE WOODHOUSE	
62490	ACC1967463	01/20/2010	000028	Mileage, Lodging, Meals	23.00	00002246	MARY SUSAN E FISHBAUGH	
62490	ACC1967463	01/20/2010	000029	Mileage, Lodging, Meals	23.00	00002248	DOUGLAS REISIG	
62490	ACC1967463	01/20/2010	000030	Mileage, Lodging, Meals	29.00	00002245	PATTY MUIR	
62490	ACC1967463	01/20/2010	000031	Mileage, Lodging, Meals	23.00	00002244	SHARON APPELEGATE	
62490	ACC1967463	01/20/2010	000032	Mileage, Lodging, Meals	23.00	00002247	TONIA BLOOM	
TOTAL	62490			Non-Employee In State Meals	150.00			
62497	ACC1967463	01/20/2010	000033	Mileage, Lodging, Meals	83.39	00002248	DOUGLAS REISIG	
62497	ACC1967463	01/20/2010	000034	Mileage, Lodging, Meals	83.39	00002245	PATTY MUIR	
62497	ACC1967463	01/20/2010	000035	Mileage, Lodging, Meals	83.39	00002244	SHARON APPELEGATE	
62497	ACC1967463	01/20/2010	000036	Mileage, Lodging, Meals	83.39	00002247	TONIA BLOOM	
62497	ACC1967463	01/20/2010	000037	Lodging and Meals	83.39	00002243	JUDIE WOODHOUSE	
62497	ACC1967463	01/20/2010	000038	Mileage, Lodging, Meals	83.39	00002246	MARY SUSAN E FISHBAUGH	
TOTAL	62497			Non-Employee In-State Lodging	500.34			
62878	ACC1971466	01/29/2010	000010	Parking-February	112.00	00002252	HELENA CITY OF TREASURER	
69301	ACC1968541	01/22/2010	000012	Copier Lease	74.23	00002251	LYON FINANCIAL SERVICES INC	
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				3,628.69			

ELAPSED TIME YTD: 58%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
TOTAL	62280			Program Expense	60.97		
622B1	0001967133	01/19/2010	000006	ITSD Asset Broker	50.00		
62304	0001970866	01/28/2010	000002	Postage & Mailing	40.78		
623B0	0001970861	01/28/2010	000004	ITSD Voice Services	44.05		
623B2	0001970861	01/28/2010	000005	ITSD Network Services	22.96		
623B4	0001970861	01/28/2010	000006	ITSD Long Distance	0.34		
62489	ACC1967463	01/20/2010	000022	Mileage, Lodging, Meals	224.00	00002245	PATTY MUIR
62489	ACC1967463	01/20/2010	000023	Mileage, Lodging, Meals	113.00	00002248	DOUGLAS REISIG
62489	ACC1967463	01/20/2010	000024	Mileage, Lodging, Meals	193.00	00002244	SHARON APPELEGATE
62489	ACC1967463	01/20/2010	000025	Mileage, Lodging, Meals	166.00	00002247	TONIA BLOOM
62489	ACC1967463	01/20/2010	000026	Mileage, Lodging, Meals	230.00	00002246	MARY SUSAN E FISHBAUGH
TOTAL	62489			Non-Employee In State Mileage	926.00		
62490	ACC1967463	01/20/2010	000027	Lodging and Meals	29.00	00002243	JUDIE WOODHOUSE
62490	ACC1967463	01/20/2010	000028	Mileage, Lodging, Meals	23.00	00002246	MARY SUSAN E FISHBAUGH
62490	ACC1967463	01/20/2010	000029	Mileage, Lodging, Meals	23.00	00002248	DOUGLAS REISIG
62490	ACC1967463	01/20/2010	000030	Mileage, Lodging, Meals	29.00	00002245	PATTY MUIR
62490	ACC1967463	01/20/2010	000031	Mileage, Lodging, Meals	23.00	00002244	SHARON APPELEGATE
62490	ACC1967463	01/20/2010	000032	Mileage, Lodging, Meals	23.00	00002247	TONIA BLOOM
TOTAL	62490			Non-Employee In State Meals	150.00		
62497	ACC1967463	01/20/2010	000033	Mileage, Lodging, Meals	83.39	00002248	DOUGLAS REISIG
62497	ACC1967463	01/20/2010	000034	Mileage, Lodging, Meals	83.39	00002245	PATTY MUIR
62497	ACC1967463	01/20/2010	000035	Mileage, Lodging, Meals	83.39	00002244	SHARON APPELEGATE
62497	ACC1967463	01/20/2010	000036	Mileage, Lodging, Meals	83.39	00002247	TONIA BLOOM
62497	ACC1967463	01/20/2010	000037	Lodging and Meals	83.39	00002243	JUDIE WOODHOUSE
62497	ACC1967463	01/20/2010	000038	Mileage, Lodging, Meals	83.39	00002246	MARY SUSAN E FISHBAUGH
TOTAL	62497			Non-Employee In-State Lodging	500.34		
62878	ACC1971466	01/29/2010	000010	Parking-February	112.00	00002252	HELENA CITY OF TREASURER
69301	ACC1968541	01/22/2010	000012	Copier Lease	74.23	00002251	LYON FINANCIAL SERVICES INC

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 3,628.69

**BOARD OF PUBLIC EDUCATION-5101  
K-12 EDUCATION-01**

**Mission Statement** - The Board of Public Education shall carry out its constitutional and statutory responsibility in an exemplary manner to exercise general supervision over the public school system and other such public educational institutions as may be assigned by law. In doing so, the board will cooperate with the Governor and other elected officials, the Board of Regents, Superintendent of Public Instruction, local school boards, the education community and all Montana citizens, including its students.

**Agency Summary** - A 5% general fund reduction is recommended for the Board of Public Education. The total general fund impact for the agency is \$11,379.

**Program Description** - The staff of the Administration Program provides administration, research, clerical functions, and management of business affairs for all programs under the purview of the Board of Public Education.

Budget Item	Proposed Reduction Fiscal 2010	Proposed Reduction Fiscal 2011
Operating Expenses	(3,967)	(7,412)
<b>Total Costs</b>	<b>(\$3,967)</b>	<b>(\$7,412)</b>
General Fund	(3,967)	(7,412)
<b>Total Funds</b>	<b>(\$3,967)</b>	<b>(\$7,412)</b>

	<u>Total Agency Impact</u>	<u>General Fund Total</u>
FY 2010	(\$3,967)	(\$3,967)
FY 2011	(\$7,412)	(\$7,412)

**PL- 51101 - BPE Reduction -**

The BPE K-12 education program will reduce operating expenses by \$3,967 in FY 2010 and \$7,412 in FY 2011. These reductions will include ITSD web hosting costs for both years at \$1,800 per year; cancellation of the January 2011 meeting saving \$4,500 in FY 2011; reducing travel expenditures, supplies, and postage by \$1,039 in FY 2011; fixed cost reduction in FY 2011 of \$73; and reverting all FY 2009 carry forward appropriation for FY 2010 of \$2,167. Total reductions for the biennium will be \$11,379.

**RECEIVED**  
FEB 17 2010  
BOARD OF PUBLIC EDUCATION

**Proposed Amendments in the event of Budget Reductions**

**BOARD OF PUBLIC EDUCATION**

**2010-2011 SCHEDULE**

**2010**

January 7-8, 2010		Helena
March 11-12, 2010		Helena
May 13-14, 2010		Great Falls
July 14-16, 2010		Helena
September 16-17, 2010		TBD
<del>November 4-5, 2010</del>	<del>MOVE</del>	<del>Helena</del>
<u>December 2-3, 2010</u>	<u>TO</u>	<u>Helena</u>

**2011**

<del>January 6-7, 2011</del>	<del>CANCELLED</del>	<del>Helena</del>
<u>February 17-18, 2011</u>	<u>TO</u>	<u>Helena</u>
<del>March 10-11, 2011</del>	<del>MOVE</del>	<del>Helena</del>
May 12-13, 2011		Great Falls
July 13-15, 2011		Helena
September 8-9, 2011		TBD
November 3-4, 2011		Helena

**BOARD OF PUBLIC EDUCATION**

**PROPOSED**

**2012-2013 SCHEDULE**

**2012**

<b>January 19-20, 2012</b>	<b>Helena</b>
<b>March 8-9, 2012</b>	<b>Helena</b>
<b>May 10-11, 2012</b>	<b>Great Falls</b>
<b>July 11-13, 2012</b>	<b>Helena</b>
<b>September 13-14, 2012</b>	<b>TBD</b>
<b>November 8-9, 2012</b>	<b>Helena</b>

**2013**

<b>January 17-18, 2013</b>	<b>Helena</b>
<b>March 14-15, 2013</b>	<b>Helena</b>
<b>May 9-10, 2013</b>	<b>Great Falls</b>
<b>July 10-12, 2013</b>	<b>Helena</b>
<b>September 12-13, 2013</b>	<b>TBD</b>
<b>November 14-15, 2013</b>	<b>Helena</b>

## **Executive Secretary's Report**

Thursday, March 11, 2010

By: Steve Meloy/Executive Secretary

Common Core and Race to the Top (RTTT) have taken on elevated importance as we examine deadlines for the application for federal stimulus dollars and a potential future tie-in with the reauthorization of ESEA. We have participated in a number of state and national meetings to discuss these issues and the role of the Board of Public Education with the same.

The work of the Montana Virtual Academy is well underway and 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 March 9<sup>th</sup> 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 uniform Common Core Standards in both math and language arts continue to raise more questions than there are answers, however the most recent iterations of the standards give us indication that an alignment with what we have particularly in math is not that far out of line with what is being proposed. NASBE (through Gates Foundation) sponsored 3 members from Montana to attend a regional symposium on the Common Core Standards which was 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 concept remains for Montana and 46 other states to adopt the internationally benchmarked Common Core Standards which are designed to increase rigor and create international commonality. It is now proposed that each state must adopt 100% verbatim of the Common Core with a 15% state crafted addendum in order to be successful in a Race to the Top stimulus grant to the states. Our Chair, Patty Myers, had previously attended a national meeting for states in Chicago on Thursday, October 22<sup>nd</sup>. 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. In partnership with OPI and OCHE we have created a set of goals for both K-12 and K-20 which will be reviewed by the Interim Committee on March 11, 2010.

I continue to work 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. We have on file 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. I was interviewed by a reporter from a DC Chronicle regarding the Class 8 license. CSPAC continues to review applications and approved thirty-nine applicants at a meeting held on the July 22, 2009. CSPAC will review more applications at its July 2010 meeting. To date, OPI has issued 42 Class 8 licenses. For purposes of enhancement 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 but continue to monitor the work of the group. 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.

I attended a reception for Regent Taylor and thanked her for her service on behalf of the BPE. I also attended two "We the People" presentations and was introduced at the state celebration in Helena announcing the teams that will compete nationally.

Carol and I met with the auditors in advance of their program audit of our office to be started this spring.

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 was 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 "high quality" 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 and have complied with an executive order to reduce our FY 10 expenses by 5%. I also have visited with the LFD about possible cuts for the next biennium. Specifically they inquired about the amount of dues we pay to belong to NASBE. The Board received a 2% cut to its budget for the current biennium and was asked by the Governor for an additional 5% reduction. 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; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; Kindergarten to College Workgroup and its future viability; 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 Virtual Academy 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 to be held in SLC in 2010; 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 interest of the high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals expectations for the 2011 legislative session; Board responsibilities with the implementation of the teacher loan repayment plan found in SB 2; issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying and related accreditation issues; 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 K-12 and K-20 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 reception for Regent Taylor
- Attended bi-weekly meetings of the 2009 mini-education forum
- Attended meeting(s) of the Learning First Alliance
- Participated in statewide Counselor Leadership meeting
- Met with Dan Villa of the Governor's Office on the Common Core and RTTT
- Met with "Team Asthma"
- Met with MSDB Committee on internal issues
- Met with the OPI and the BPE staff on prototype for online agenda requests
- Met with OPI on BPE meeting format and substance
- 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
- Implemented a mentorship program for new National Board Executives
- Welcomed by correspondence new BPE member Erin Williams

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; The Healthy Schools Network (Team Asthma) 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 and all of our educational partners through vigilant participation in Ed Forum.

*Meetings Attended by Peter Donovan*  
*01/11/10 to 03/12/10*

1. K-12 Ed Forum	01/11/10
2. OPI Teacher Education Accreditation Meeting	01/11/10
3. OPI Teacher Education Accreditation Meeting	01/13/10
4. School Staffing Project Leadership Team	01/15/10
5. Educational Testing Services Conference Call, OPI	01/19/10
6. School Staffing Project Leadership Team	01/20/10
7. BPE/CSPAC Budget Conference Call	01/20/10
8. On-line BPE/CSPAC Agenda Requests Meeting	01/21/10
9. School Staffing Project Leadership Team	01/25/10
10. Council of Deans Conference Call	01/26/10
11. Montana Virtual Academy Governing Board	01/27/10
12. Planning for 2010 Montana Educator Forum	01/30/10
13. Montana Council of Deans	02/04/10
14. School Staffing Project Leadership Team	02/05/10
15. K-12 Educator Forum	02/09/10
16. Performance Assessment Conference/Carroll College	02/9,10/10
17. School Staffing Project Leadership Team	02/12/10
18. Montana Virtual Academy Governing Board	02/19/10
19. School Staffing Project Leadership Team	02/22/10
20. School Counseling Initiative	02/24/10
21. Observation of TEAC Process, MSU-Bozeman	02/28 to 03/01/10
22. MHSA Meeting on Student Eligibility for Athletics	03/09/10
23. CSPAC	03/10/10

**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**

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

**PRESENTATION:** MACIE Update and Annual Report

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

**OVERVIEW:** Presentation of annual activities to date and summary of principal issues discussed at the January 2010 MACIE Meeting: Report on Youth Risk Behavior Survey, assessment activities, OPI Indian Education Division professional development and curriculum materials, Montana-Wyoming Tribal Leaders Council suicide prevention program. Election of executive officers for MACIE will take place in February of 2010.

**REQUESTED DECISION(S):** none

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** none

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson  
Director, School Nutrition Programs  
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Donated Foods Program, Cooperative Purchase Program, Team Nutrition Program, and Fresh Fruit and Vegetable Program for the 2008-09 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

# Montana

## School Nutrition Programs

Office of Public Instruction

Division of Health Enhancement and Safety

## 2009 Annual Report

(July 1, 2008-June 30, 2009)



[opi.mt.gov](http://opi.mt.gov)

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



March 2010

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# School Nutrition Programs Staff

## Office of Public Instruction



[opi.mt.gov](http://opi.mt.gov)

- Christine Emerson, M.S., R.D., School Nutrition Programs Director, (406) 444-2502
- Sofia Janik, Program Officer-Accountant, (406) 444-2521
- Kenadine Johnson, Cooperative Purchase Coordinator, (406) 444-4412
- Teresa Motlas, M.S., R.D., School Nutrition Programs Specialist, (406) 444-3532
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- Alison Wolf, Administrative Assistant, (406) 444-2501

## Montana State University/Team Nutrition



- Katie Bark, R.D., Nutrition Education Specialist, (406) 994-5641
- Amy Guza, R.D., Nutrition Consultant, (406) 994-5641
- Mary Stein, Nutrition Consultant, (406) 994-5641
- Molly Stenberg, R.D., Nutrition Consultant, (406) 994-7217
- Mary Ann Harris, Administrative Assistant, (406) 994-5397

# Introduction

## Child Nutrition Programs

The Child Nutrition and WIC Reauthorization Act authorizes all of the federal school meal and child nutrition programs, which provide funding to ensure that low-income children have access to healthy and nutritious foods. The child nutrition programs touch millions of children each day, and improve educational achievement, economic security, nutrition and health.

Although the programs are permanently authorized, every five years Congress reviews these programs through the reauthorization process. This reauthorization provides an opportunity to improve and strengthen these programs so they better meet the needs of our nation's children.



U.S. Department of Agriculture Secretary Tom Vilsack stated that the reauthorization of the Child Nutrition Act is needed to help curb obesity and end hunger. Vilsack said more than 16.5 million children live in households that have difficulty putting food on the table on a daily basis. He added that nearly a third of children are overweight or obese.

### Reauthorization Priorities

- ✓ Increasing program access
- ✓ Improving the nutritional quality of school meals
- ✓ Enhancing program performance

### Also important for Reauthorization

- ✓ Providing nutrition education for children and families
- ✓ Strengthening the farm-to-school programs

The OPI School Nutrition Program is working on these priorities through the Montana Team Nutrition Program and other program activities.

## School Nutrition Programs

The School Nutrition Programs (SNP) unit is administered by the Office of Public Instruction, Health Enhancement and Safety Division. The SNP services for schools include administration of the seven U.S. Department of Agriculture (USDA) programs and the Cooperative Purchase Program.

SNP reimburses schools for meals served to children; distributes donated (commodity) foods; provides training for school food service personnel, administrators and teachers; ensures schools are in compliance with federal regulations; and provides nutrition education for students to promote healthful habits.

In school year 2008-09, Montana School Food Authorities participated in at least one of the following programs. Programs administered by Montana SNP include:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Fresh Fruit and Vegetable Program
- ✓ Montana Team Nutrition Program
- ✓ Office of Public Instruction Cooperative Purchase Program

Sponsors choose which programs, if any, to participate in based on local needs. Public schools, private/nonpublic schools and nonprofit residential child care institutions with children high school age or under, camps, nonprofit private organizations and governmental agencies may participate in the programs.

### **Montana SNP Vision:**

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles and are supported by community partnerships.

### **Montana SNP Mission:**

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.



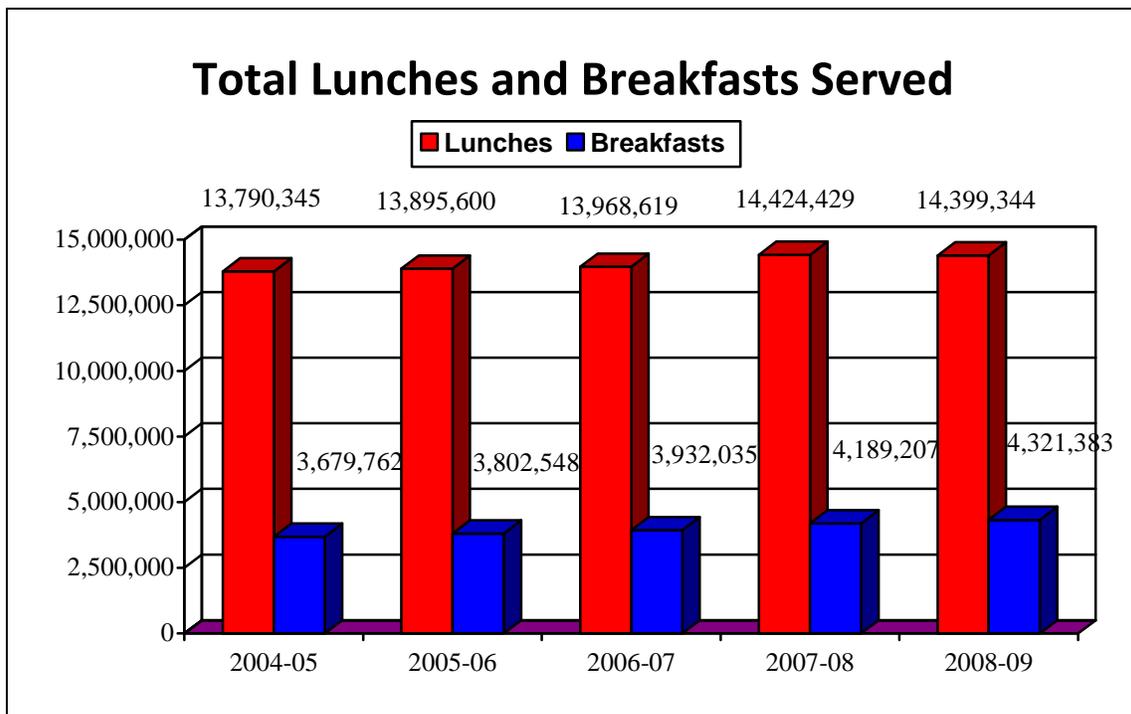
## School Lunch and Breakfast Programs

The National School Lunch Program (NSLP) began in 1946 under the National School Lunch Act and is intended to help meet the nutrition needs of children from low-income households.

Lunches served to children under this program are required to meet one-third of the total Recommended Daily Allowance (RDA) for key nutrients (**minimum** requirements are set for calories, protein, calcium, Vitamin A, Vitamin C, and iron; **maximum** requirements are set for total fat and saturated fat).

The School Breakfast Program (SBP) began as a pilot project in 1966 and was made permanent in 1975. Breakfasts served under this program are designed to meet one-fourth of the RDA for the key nutrients.

Many school meals are served to children eligible for free or reduced-price meals. These children come from low-income families who are most at risk for hunger and food insecurity. *Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.*



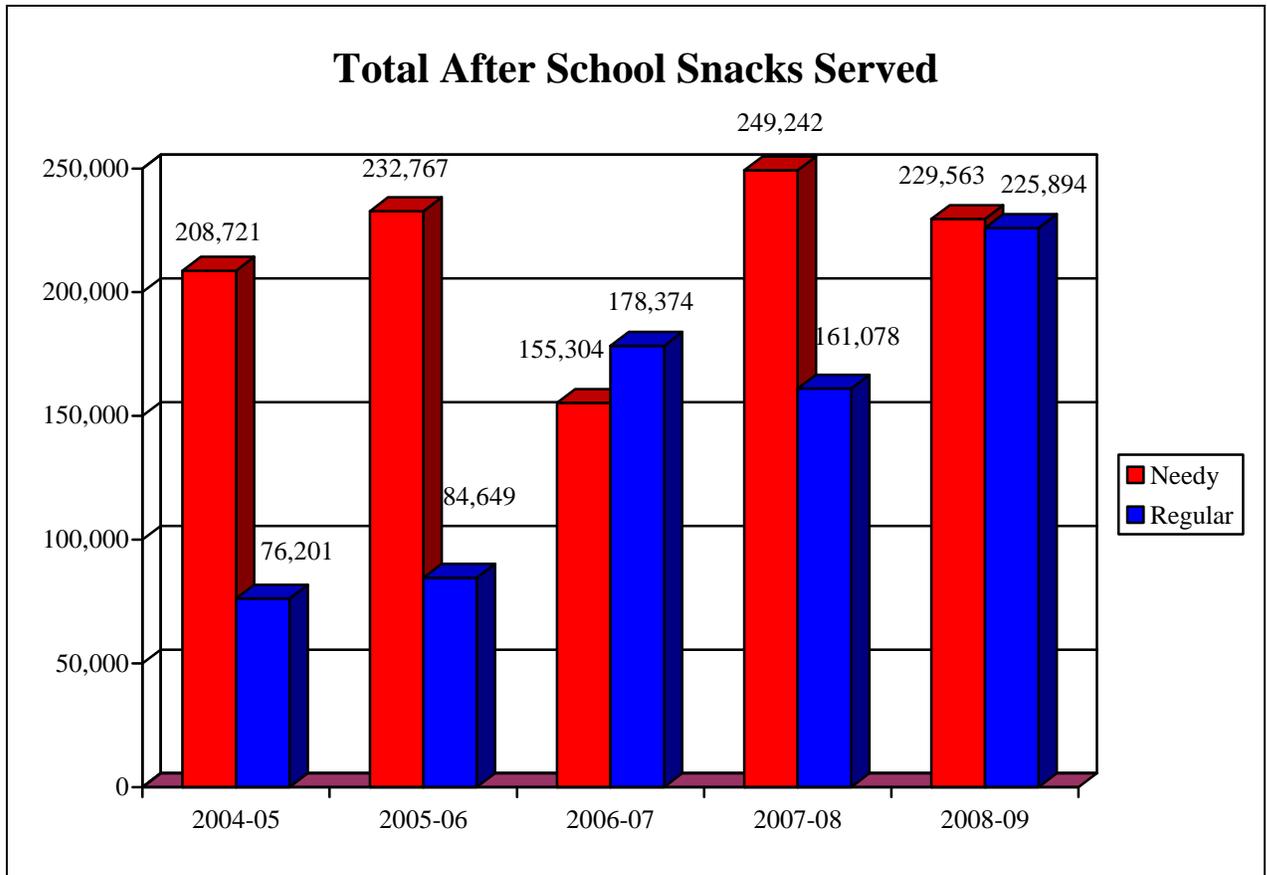
*Over the past year:*

- *There was a decrease of 25,085 lunches served.*
- *There was an increase of 132,176 breakfast meals served.*



## Afterschool Snack Program

Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun and filled with learning opportunities. Schools in which 50% of the students qualify for free and reduced price lunches are considered area eligible and students qualify for needy (free) snacks.



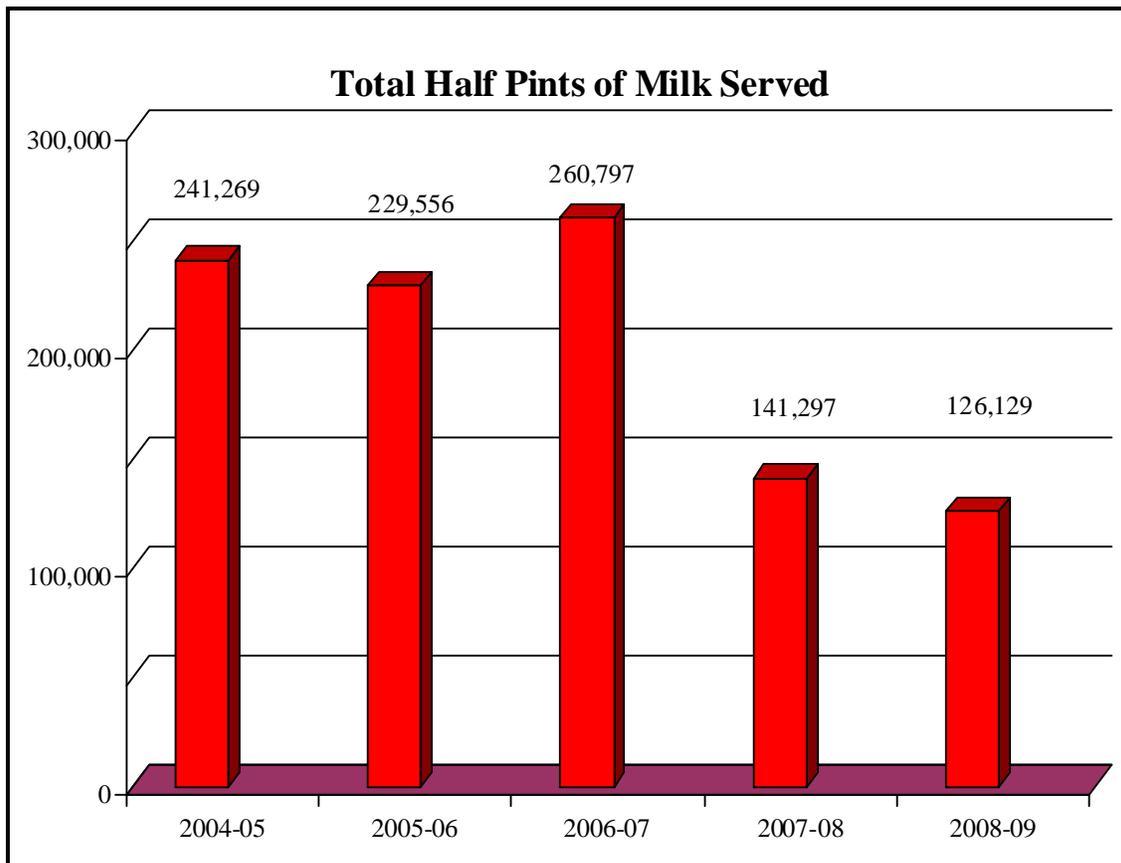
*Over the past year:*

- *There was an increase of 45,137 snacks served.*



## Special Milk Program

Schools that do not provide other school meal programs may participate in the Special Milk Program. This program was also for split-session pre-kindergarten and kindergarten students who did not have access to lunch and breakfast at school. As schools implement full day kindergarten programs, students have access to the lunch, breakfast and snack programs. Thus, the number of half-pints served through the Special Milk Program has decreased. In 2009, sponsors included 6 Kindergarten Milk programs, 11 Milk Only programs, and 5 Summer Food Service Program camps.



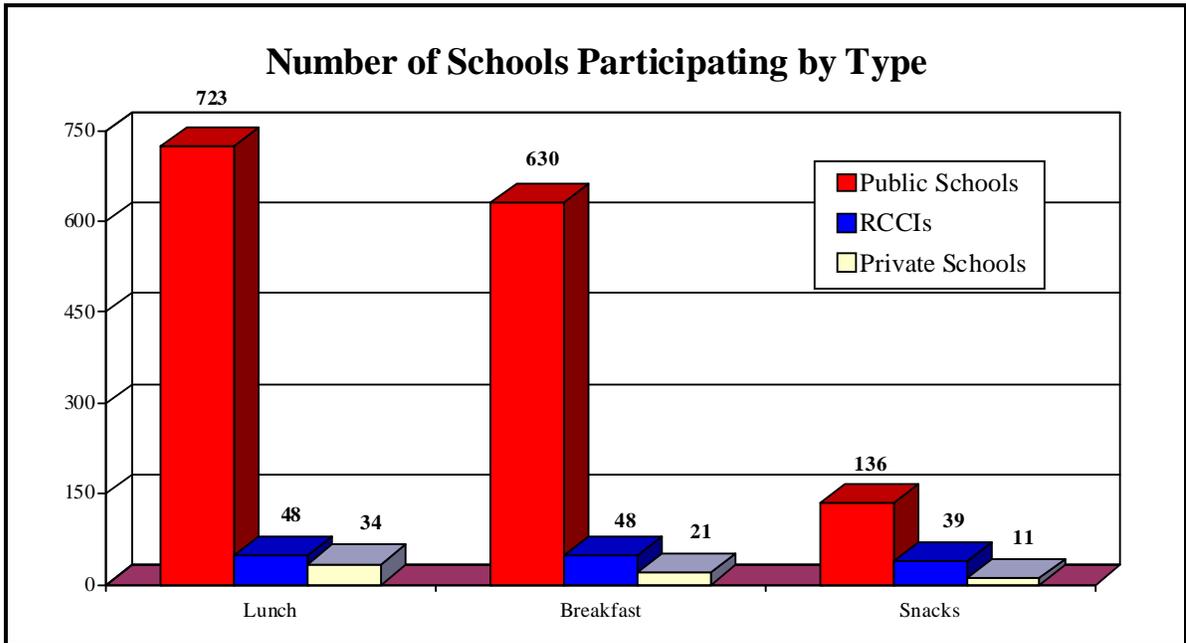
*Over the past year:*

- *There was a decrease of 15,168 half-pints of milk served*



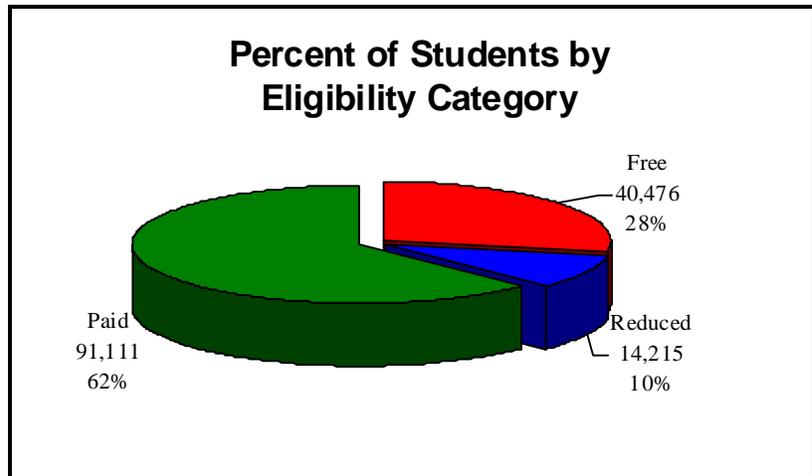
## Types of Schools Participating

In 2009, 256 sponsors participated in the lunch program, 208 sponsors participated in the breakfast program, and 95 sponsors participated in the afterschool snack program. These sponsors include public schools, public or nonprofit private Residential Child Care Institutions (RCCIs), and nonprofit private schools. All of these organizations are collectively called “School Food Authorities” (SFAs) within the School Nutrition Programs. An RCCI can include correctional facilities or group homes for children with special needs. This chart details the types of schools (within the SFAs) that participate.

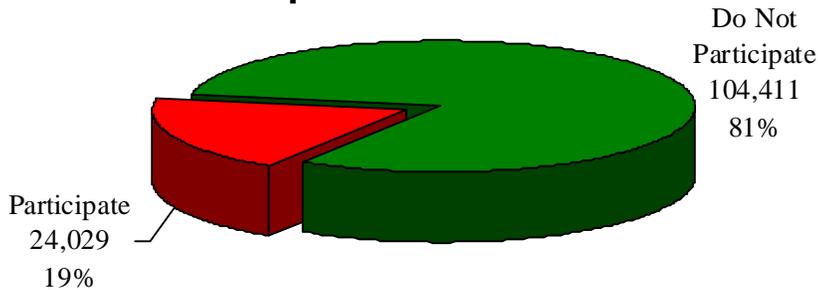


## Participation in the Programs

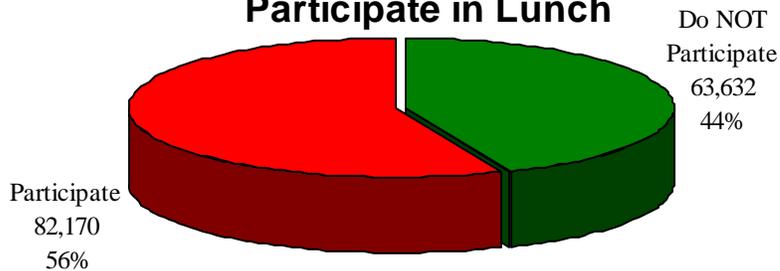
In Montana, of the 145,802 students enrolled in schools participating in the School Nutrition Programs; 40,476 were eligible for free meals, 14,215 were eligible for reduced-price meals, and 91,111 were eligible for paid meals. In the 2008-09 school year, 24,029 of the total eligible students participated daily in the School Breakfast Program. This was an increase of 751 students eating breakfast each day. During the same period, 82,170 of the total eligible students participated daily in the National School Lunch Program. This was an increase of 2,044 students from the previous year.



### Percent of Eligible Students that Participate in Breakfast



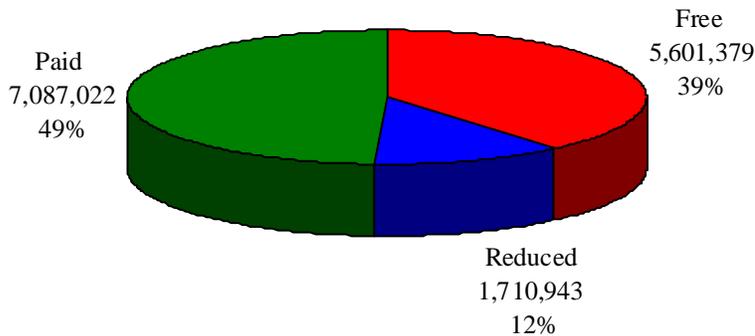
### Percent of Eligible Students that Participate in Lunch



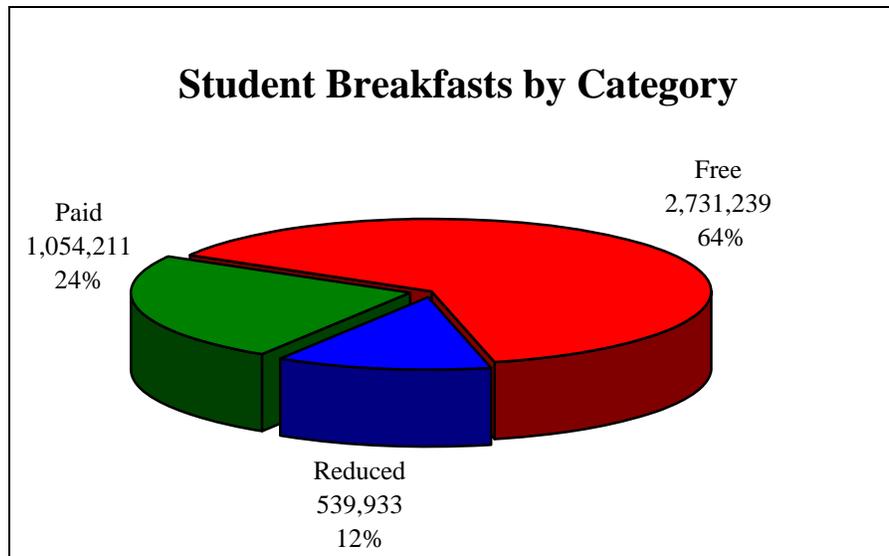
## Eligibility of Students

Of those that participate in lunch and breakfast, participants are predominately eligible for free and reduced-price meals. During the 2009 school year, there was a total of 14,399,344 lunch meals served, 4,321,383 breakfast meals served, and 455,457 snacks served.

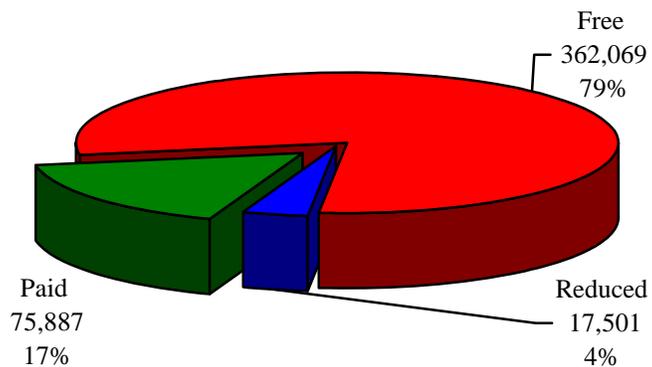
### Student Lunches by Category



### Student Breakfasts by Category



### Student Snacks by Category





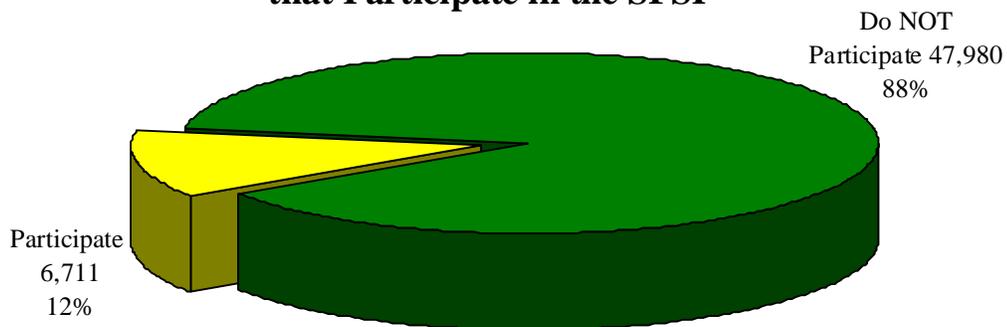
## Summer Food Service Program

The Summer Food Service Program (SFSP) provides nutritious meals at no charge to children while school is not in session. This program was established to ensure that children in low-income areas could continue to receive nutritious meals in between school sessions.

Montana is dotted with small rural communities, making it difficult to reach children in need with the SFSP. In spite of this difficulty, however, there are sponsors and sites in low-income areas in each of the six large cities and on each of the seven American Indian reservations throughout the state.

Of the 54,691 children eligible for free and reduced-price meals during the 2009 school year, 6,711 (12 percent) participated daily in the SFSP. In 2009, 268,381 lunches were served. This is an increase of 40,410 lunches from the previous year.

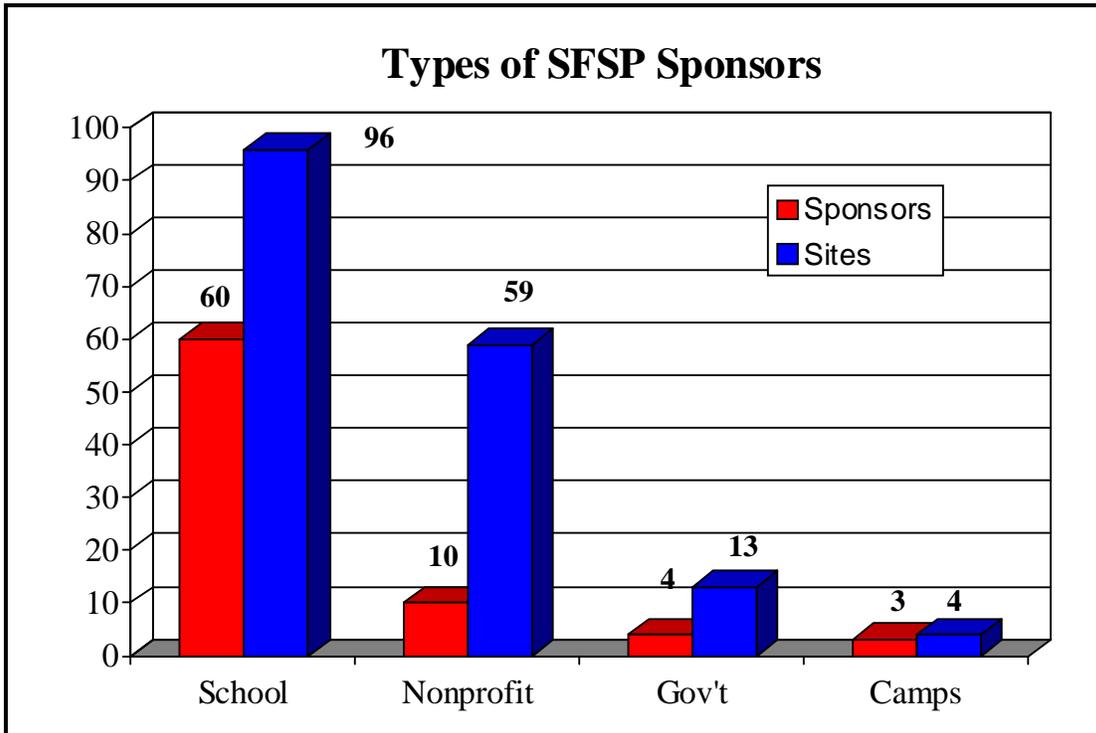
### Percent of Eligible Students that Participate in the SFSP



## Types of Summer Sponsors Participating



Sponsors for the SFSP include school districts, local government agencies, public or private non-profit organizations and camps. “Sponsors” are organizations that operate the SFSP, and “sites” are the total number of places that sponsors serve meals on a daily basis. A total of 77 sponsors provided meals at 172 sites in Montana during the summer of 2009. Sites operate in low-income areas where at least one half of the children come from families that qualify for free or reduced-price meals.

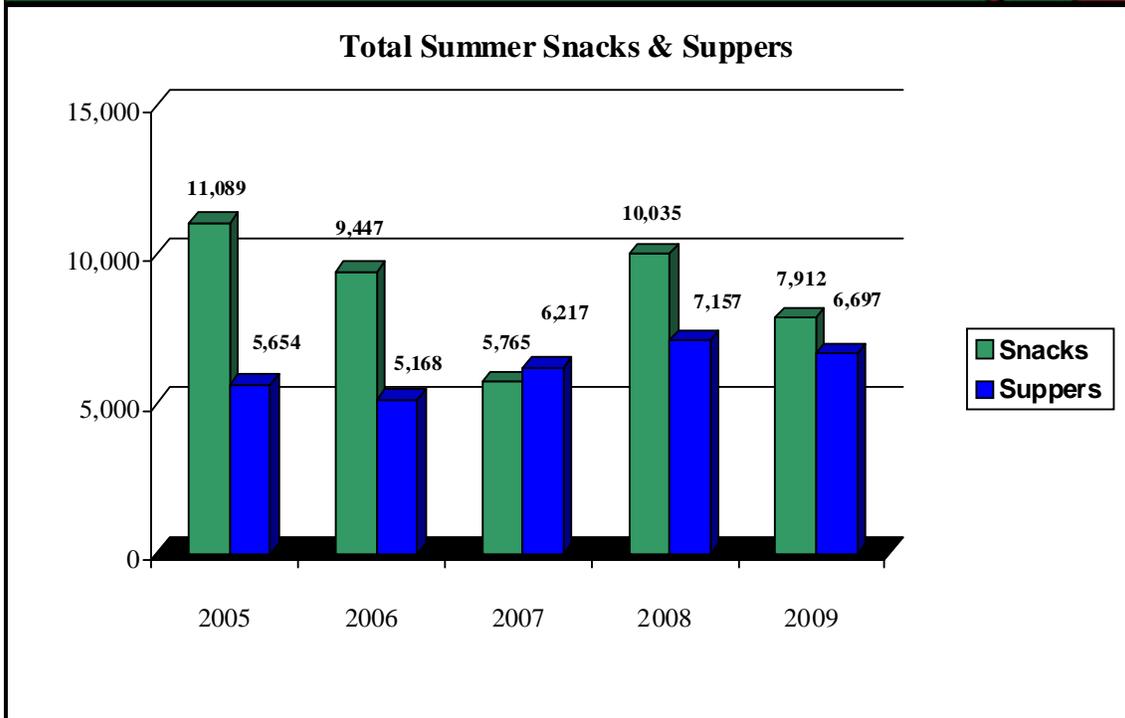
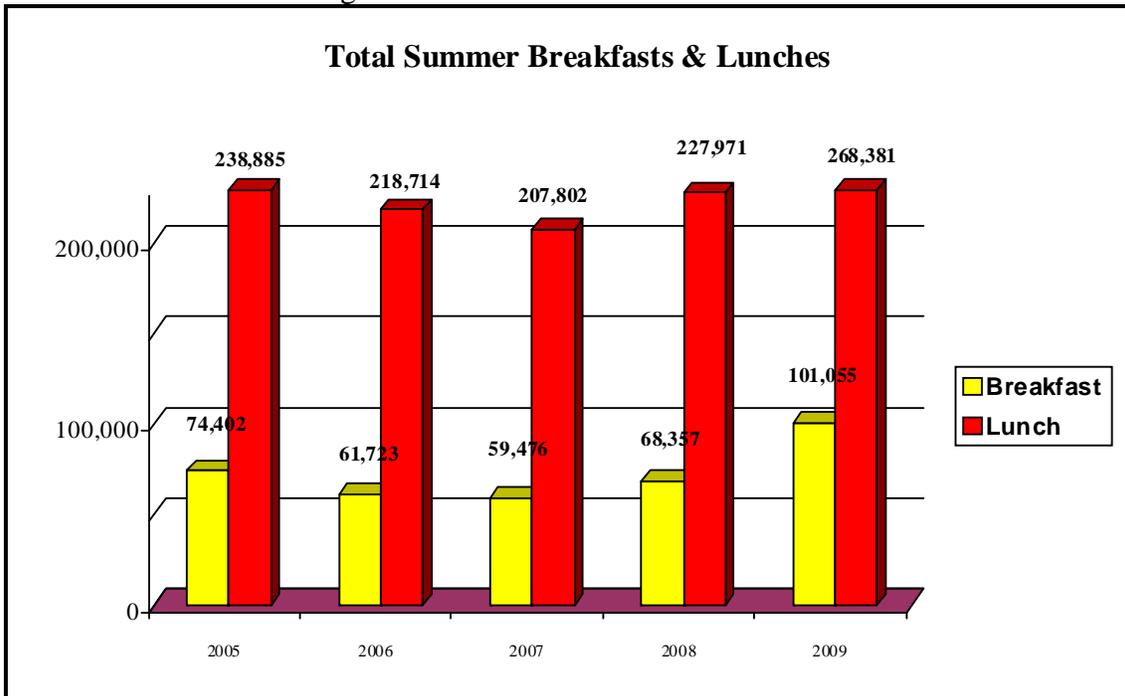


*Over the past year:*

- *There was an increase of 16 sponsors and 16 sites.*
- *There were an additional 40,410 lunches and 32,668 breakfasts served.*

# Number of Meals Served

## Summer Food Service Program



## USDA Food Distribution Program



The USDA Food Distribution Program delivers a variety of USDA commodity food to School Food Authorities. USDA Foods account for 15 to 20 percent of school nutrition program food. During the 2008-09 school year, schools received an entitlement of 20.75 cents for each lunch served (during the previous school year) to spend on commodity foods. This entitlement totaled \$3,316,178 (83,852 cases of food).

***USDA Foods are a healthy food choice.***

*USDA continually explores ways to offer healthy food choices so that schools can serve meals consistent with the Dietary Guidelines for Americans.*

### ***Whole Grains***

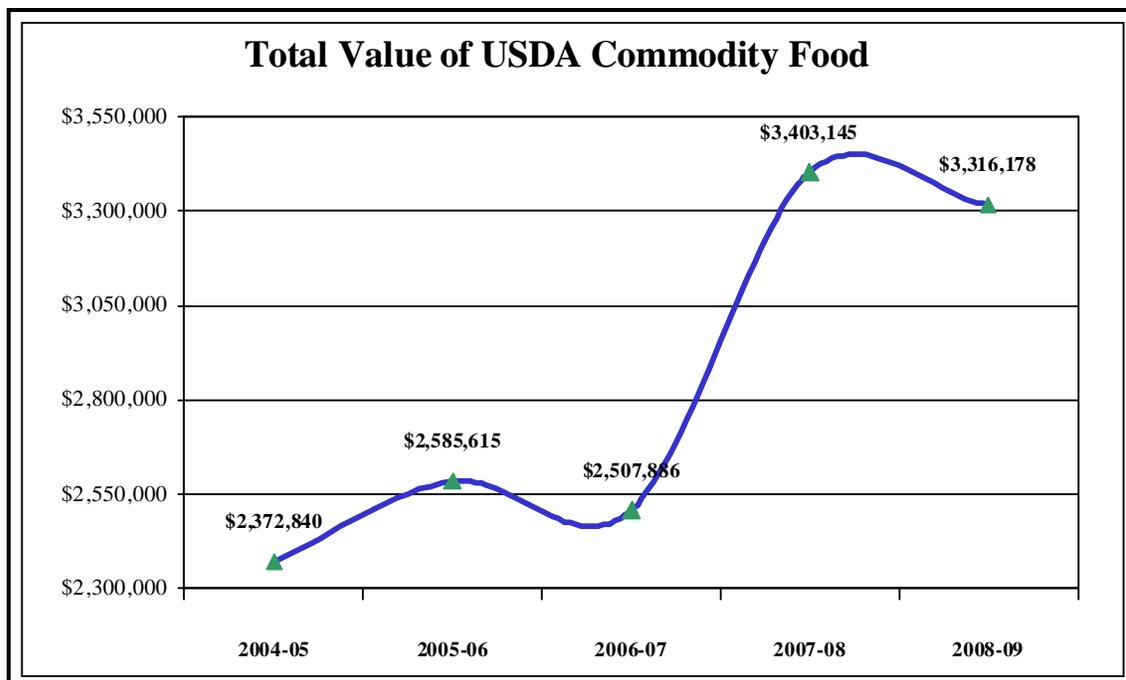
*Brown rice, rolled oats, whole wheat flour, whole grain spaghetti*

### ***Less Sugar***

*Canned fruits are packed in light syrup, water or natural juices.*

### ***Less Fat***

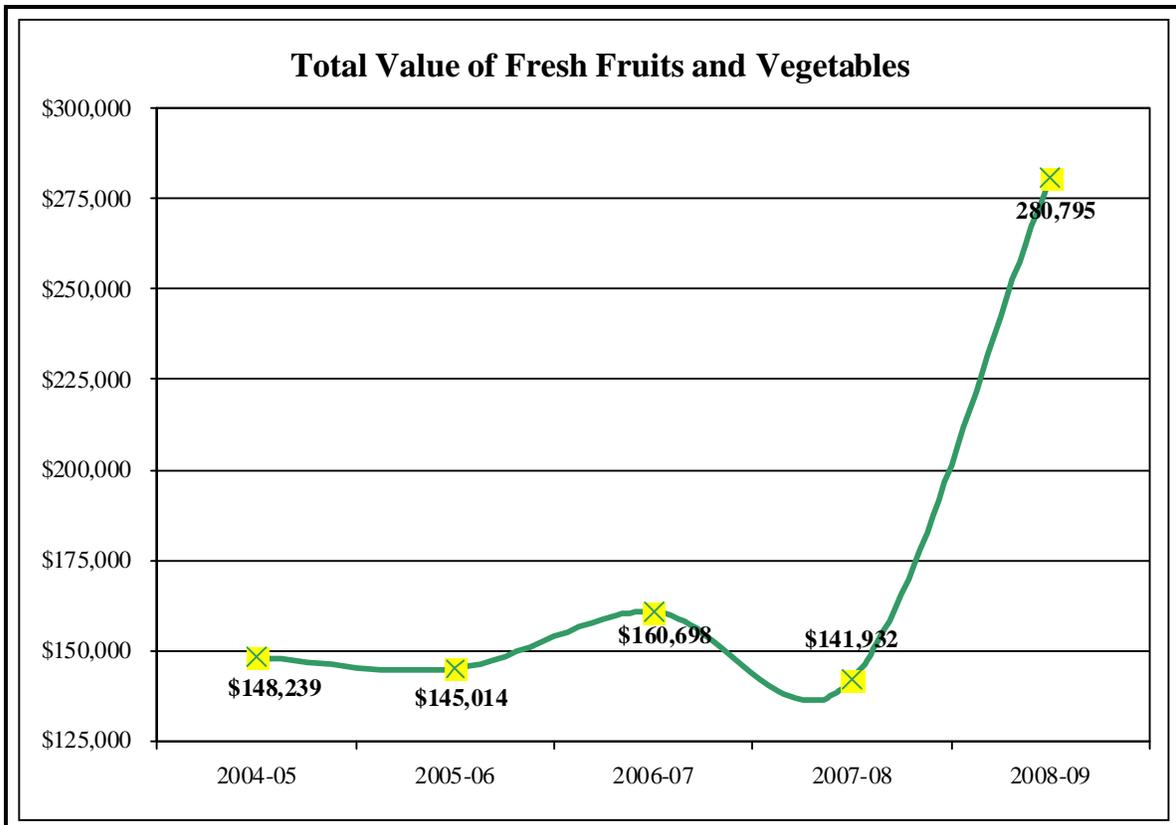
*85% lean ground beef, 97% lean ham, 95% lean turkey ham, diced chicken, part skim mozzarella, and no trans fat in frozen potato products.*





## Fresh Fruit and Vegetable Program Department of Defense

A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Fresh Fruit and Vegetable Program. This program is administered through the U.S. Department of Defense, and allows schools that participate in the National School Lunch Program to use the USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2008-09 school year, School Nutrition Programs was allocated \$280,795 for this program, an increase of \$138,863 from the previous year.



## Montana Team Nutrition



Montana State University in Bozeman, MT is home to the **Montana Team Nutrition Program**, which is the nutrition education component of School Nutrition Programs. Team Nutrition is an integrated, behavior based, comprehensive program geared toward improving children's lifelong eating and physical activity habits through the principles of the Dietary Guidelines for Americans and the USDA's My Pyramid. Team Nutrition works to improve access to nutrient rich foods and beverages throughout the school setting and to promote the health and wellness of children.

Team Nutrition receives funding through competitive USDA grants. School Nutrition Programs was awarded two Team Nutrition Training grants to support the 2008-09 school year. The grants' goals were to enhance Montana's infrastructure to promote healthful lifestyle habits for Montana families by impacting both schools and child care settings. With help from state partners, training and technical assistance, along with increased access to nutrition education resources, school personnel, childcare providers, parents and caregivers will be better equipped to teach integrated, skill-based nutrition content to children. School foodservice training efforts focused on providing safe, appealing and healthy meals and snacks, increasing breakfast program participation and reinforcing positive feeding relationships with children. Grant activities also work to build statewide support for Farm to School programs; and encourage school personnel to take the HealthierUS or Montana Menu School Challenges.

### Program Objectives:

Reach School Food Authorities, administrators, educators, parents, childcare providers and the community by:

- Increasing the number of schools and child care providers that prepare meals which are consistent with the 2005 Dietary Guidelines for Americans and that meet USDA MyPyramid menu planning nutrition standards. All schools, and child care programs serving USDA reimbursed meals will be targeted through training, technical assistance, and better access to Team Nutrition resources.
- Increasing access to Team Nutrition education curricula and resources for schools and child care programs through an expanded training schedule that promotes healthy eating and physical activity to children and their families.
- Expanding the number of schools that support classroom, cafeteria and community initiatives such as the HealthierUS School Challenge, Healthier Montana Menu Challenge, and Farm to School programs.
- Increasing the number of Montana schools and childcare programs that promote positive role modeling by adults and promote the development of positive feeding relationships with children.



# Montana Team Nutrition Program Activities

## Training and Technical Assistance

### Expanding Breakfast Programs

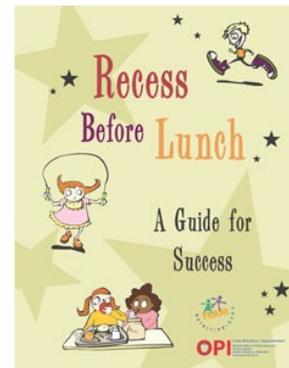
Objective: Increasing Program Access

- Developed and implemented a pilot project involving five different school districts to expand breakfast program participation levels through a breakfast in the classroom program or grab and go service options.
- In cooperation with Great Falls Public Schools developed and distributed a short DVD movie on breakfast in the classroom.
- Assisted Big Sky Fit Kids Program with promoting the habit of eating breakfast to children through their *Breakfast Makes a Difference Campaign*. This program reached over 7,000 children.

### Implementing a Recess Before Lunch Schedule

Objective: Increasing Program Access

- Developed and distributed the 2008 survey report, *Challenges, Benefits and Essential Factors for Success in Implementing a Recess Before Lunch Schedule in Montana Schools*.
- Provide on-going technical assistance and training (based on the results from 2008 survey and 2002-03 pilot project) to schools in Montana and throughout the nation on this best practice.



### Healthy Menu Planning and Meal Service

Objective: Improving Nutritional Quality of School Meals

- Promoted and trained school personnel on the healthy school award programs including the HealthierUS School Challenge and the Healthier Montana Menu Challenge. Assisted eight schools in achieving and celebrating one of these awards.
- Funded \$2,000 of Healthier Montana Menu Challenge mini grants to four school districts to motivate them to achieve an award for their school breakfast or lunch program.
- Supported six regional hands on cooking workshops for child care program providers.
- Developed and provided training and materials to staff on the implementation of a *Healthy Mealtime Philosophy* in school cafeterias or childcare programs.

32% of Montana elementary schools implement a recess before lunch schedule.

## Nutrition Education

Objective: Reducing Childhood Obesity

- Distributed 50 hard copies of the Montana Team Nutrition resource, *Eat Smart Be Smart: Teaching Nutrition through Math, Science, Language Arts and Health Enhancement* curriculum guide to kindergarten through fifth grade educators. Electronic distribution of this curriculum guide is available by accessing the Nutrition Educations Resources link of OPI's web site.
- Conducted and supported a train-the-trainer workshop to eighteen MSU Extension county agents on offering *Nutrition Education for Teachers* regional training workshops in their communities.
- Funded \$3,000 of Healthy Habits Challenge Mini Grants to 6 school districts to motivate children to adapt healthy habits concerning food and physical activity.

## Farm to School Programs

Objective: Strengthening the Farm-to-School Programs

- Funded \$6,000 of Farm to School Mini Grants to eight local schools or communities.
- In collaboration with the Montana Department of Agriculture, developed and distributed 1,000 copies of the *Mmm Mmm Montana poster* to schools or community organizations. This poster and lessons educate children on the delicious foods grown in Montana.
- Conducted a pilot project, *Montana Farm to School Fundraising Campaign* involving two school districts to sell local and healthy Montana food products. This project sold \$18,672 dollars in food with 40% of the profits going to the school districts and 100% of the money staying within Montana. Developed and distributed the final report and resources from this project via the Montana Farm to School link on the OPI web site.



## Fresh Fruit and Vegetable Snack Program

Objective: Reducing Childhood Obesity

The Fresh Fruit and Vegetable Snack Program (FFVP) was developed as catalyst to combat childhood obesity by exposing children to fresh fruits and vegetables and helping children learn more healthful eating habits. The FFVP has been successful in introducing school children to a variety of produce that they otherwise might not have the opportunity to sample.



The FFVP is a new program for Montana in 2009. A total of 28 sponsors/50 schools participated and a total of \$608,949 or \$64 per student was spent.

### ***Schools are selected based on the following criteria:***

Elementary School

National School Lunch Program Participant

FFVP Application

50% of students must be eligible for free and reduced price lunch

Highest priority given to schools with the highest percentage of free and reduced students

Total enrollment of all schools selected must result in \$50-75 per student allocation each year

## **Program Activities**

### **PROGRAM REVIEWS**

Objective: Enhancing Program Performance

#### **Coordinated Review Effort (CRE)**

The Coordinated Review Effort is a comprehensive on-site evaluation of the School Food Authority once every five years. School Nutrition Programs staff conducted 54 coordinated reviews and 3 additional administrative reviews during the 2008-09 school year.

#### **School Meals Initiative (SMI)**

School lunches must meet the recommendations of the Dietary Guidelines for Americans, which specify no more than 30 percent of calories come from fat, and less than 10 percent of calories come from saturated fat. School lunches must provide one-third of the Recommended Dietary Allowance (RDA) of protein, calcium, iron, vitamin A, vitamin C and calories. School breakfasts must provide one-fourth of the RDA for the same nutrients. Afterschool snacks must provide two food components (meat/alternate, fruit, vegetable, grain, milk). During the 2008-09 school year, 54 School Meal Initiative Reviews were conducted.

#### **Summer Food Service Program (SFSP)**

School Nutrition staff conducted 49 sponsor and site reviews in 2009. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

Reporting

### **PROGRAM REPORTING**

Objective: Enhancing Program Performance

#### **Verification of Free and Reduced Price Lunch Applications**

Local Education Agencies (LEAs) that participate in the School Nutrition Programs provide free and reduced-price meal benefits to eligible students through collection and determination of free and reduced-price school meal applications. As part of this responsibility, schools must verify a sample of the applications and report the results to the State Agency.

Only 20 (8.9%) LEAs had less than 80% response rate from households (meaning that more than 20% of the applicants selected for verification at their school did NOT respond by sending documents that show what they reported on their application was accurate). This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

#### **Sanitation Inspections**

Schools are required to have 2 sanitation inspections per year and report the actual number of inspections to the State Agency. Montana schools reported the following for the 2009 SY:

- Number of schools that had 0 inspections: 59 (7.2%)
- Number of schools that had 1 inspection: 265 (32.4%)
- Number of schools that had 2 inspections: 495 (60.4%)
- Number of schools that did not report inspections: 0

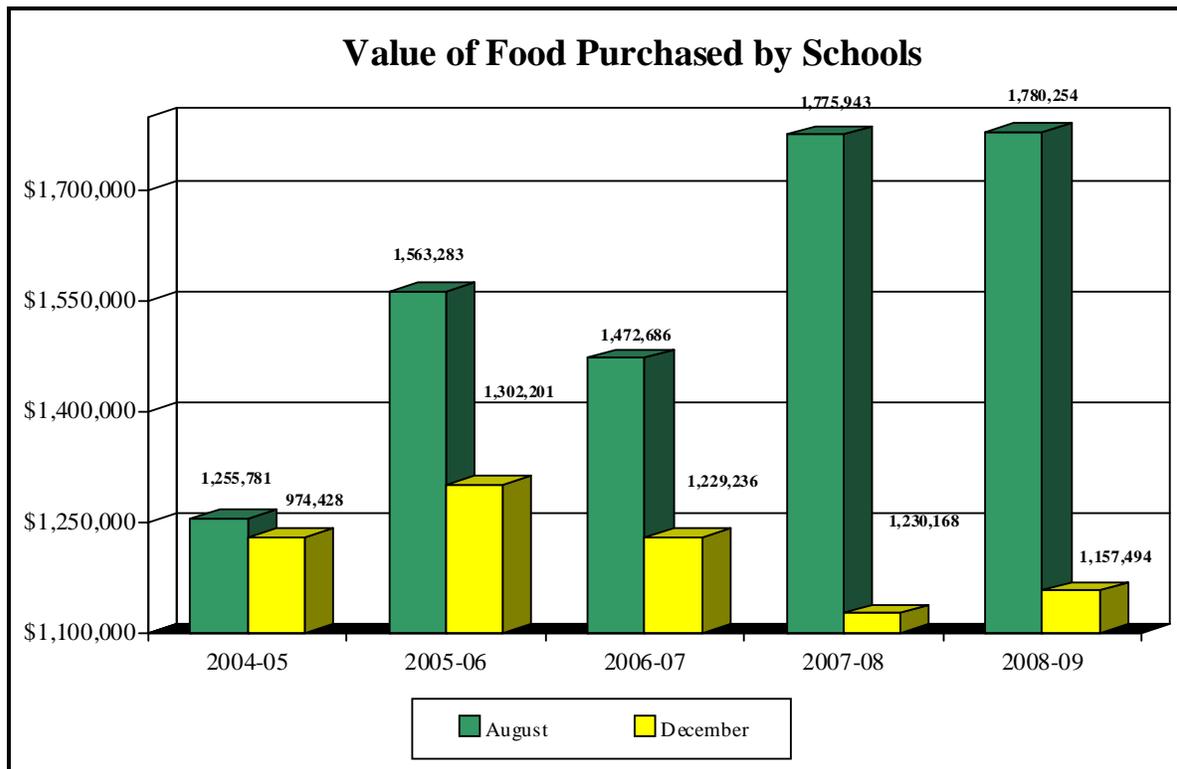
## OPI Cooperative Purchase Program

The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods at reasonable prices. There are two bids a year (winter and spring) and four deliveries per bid for a total of eight food deliveries per year.

Through the Advisory for the Bid and Commodity (ABC) Committee, the items available through the bid are continuously revised and improved. The committee consists of state agency staff and 30 school food service personnel from schools representing various sizes and locations in the state.

Food items included on the bid must be appealing, nutritious and cost-effective. By combining purchase orders, all participating schools receive the high-quality, low-cost bid items at the same price regardless of size or location. Nutrition information for all products on the bid is provided to participating schools to assist with nutrient analysis of menus.

The program coordinator serves as a liaison between schools and food manufacturers, producers, processors, distributors, and representatives. Purchasing assistance is offered to school personnel through daily telephone contact and regional or state training sessions. During the 2008-09 school year, Montana schools purchased 117,152 cases of food worth \$2,937,748.



## Equipment Grants



The American Recovery and Reinvestment Act of 2009 (ARRA), was signed into law by President Obama on February 17, 2009. The ARRA provided a one-time appropriation of \$100,000,000 for equipment assistance to school districts participating in the National School Lunch Program. The Montana Office of Public Instruction share of \$224,981 was awarded on June 1, 2009 to 45 school districts throughout the state.

Applicants were required to demonstrate the need for the equipment based on improving the quality of school foodservice meals, improving safety, improving energy efficiency, and/or supporting expanded participation in the school meal programs.

The one-time grants of \$5,000 were awarded on a competitive basis, and as stipulated in the ARRA, priority was given to schools in which at least 50 percent of the students are from low-income families.

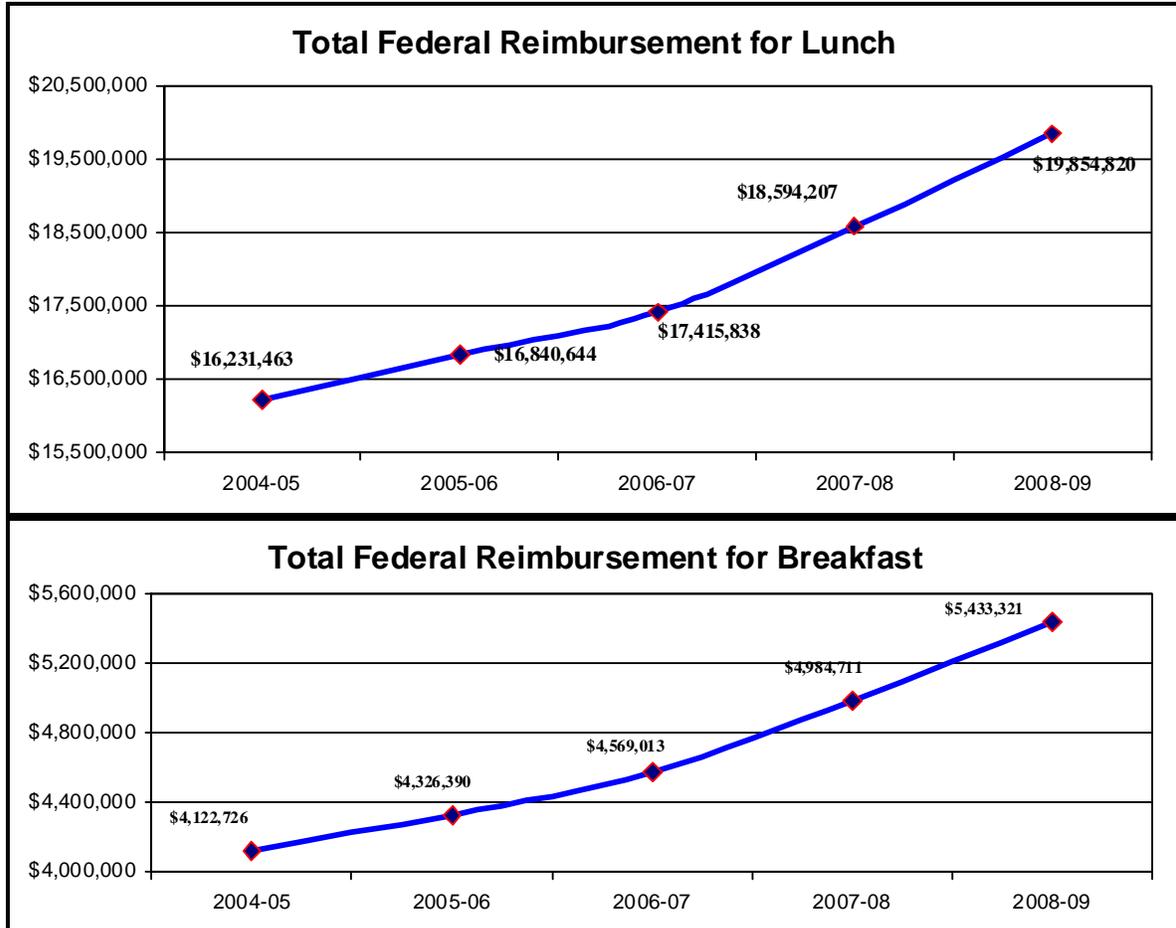
While the primary effect of the equipment assistance grants authorized by the ARRA was to improve the infrastructure in the school lunch program, the grants were also intended to stimulate activity within the American economy.

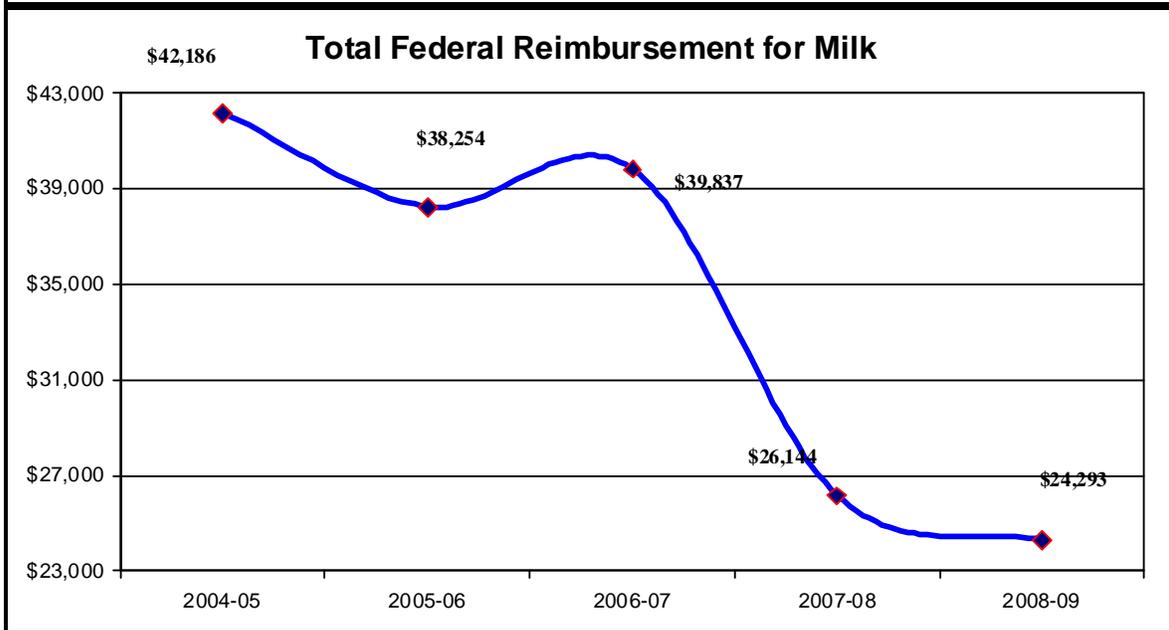
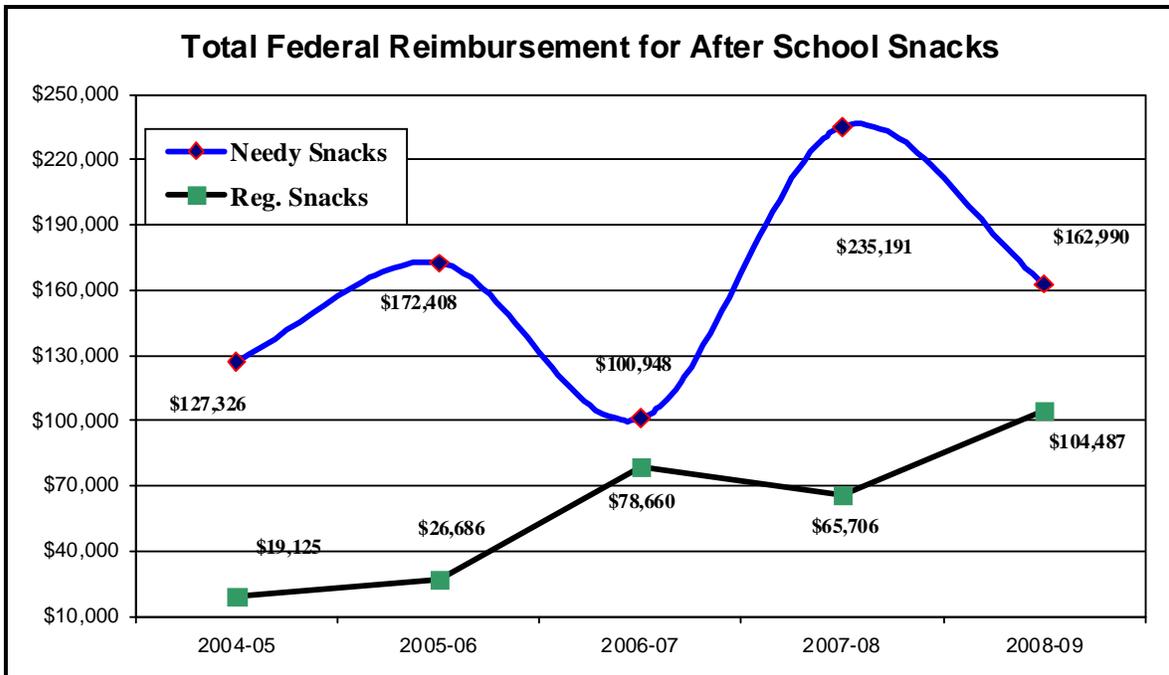
## Federal Reimbursement Rates for 2008-09

<b>SCHOOL PROGRAMS</b> <b>MEAL, SNACK AND MILK REIMBURSEMENT RATES</b> Expressed in Dollars or Fractions Thereof <i>Effective from July 1, 2008 - June 30, 2009 for School Programs</i> <i>Effective from January 1, 2009 - December 31, 2009 for Summer Food Service Program</i>			
<b>NATIONAL SCHOOL LUNCH PROGRAM</b>	Less than 60%		60% or more
Paid	0.24	0.26	
Reduced Price	2.17	2.19	
Free	2.57	2.59	
<b>SCHOOL BREAKFAST PROGRAM</b>	Non-severe Need		Severe Need
Paid	0.25		0.25
Reduced Price	1.10		1.38
Free	1.40		1.68
<b>SPECIAL MILK PROGRAM</b>	All Milk	Paid Milk	Free Milk
Pricing Programs without free option	0.1825	N/A	N/A
Pricing Programs with free option	N/A	0.1825	Average cost per ½ pint of milk
Non-pricing programs	0.1825	N/A	N/A
<b>AFTERSCHOOL SNACK PROGRAM</b>			
Paid	0.06		
Reduced Price	0.35		
Free	0.71		
<b>SUMMER FOOD SERVICE PROGRAM</b>	Operating	Administrative	
		High	Low
Breakfast	1.65	0.1650	0.1300
Lunch & Supper	2.88	0.3025	0.2500
Supplements (Snacks)	0.67	0.0825	0.0650

## School Nutrition Programs Reimbursements

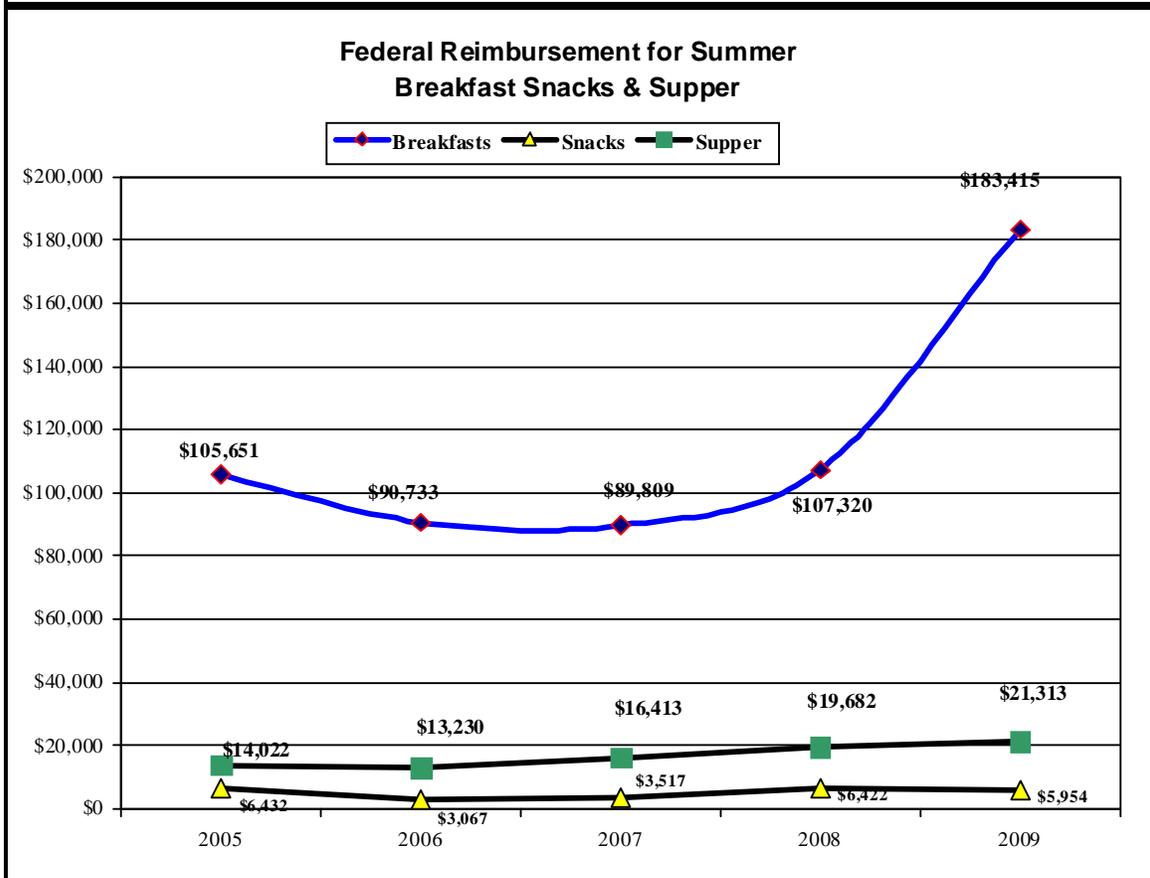
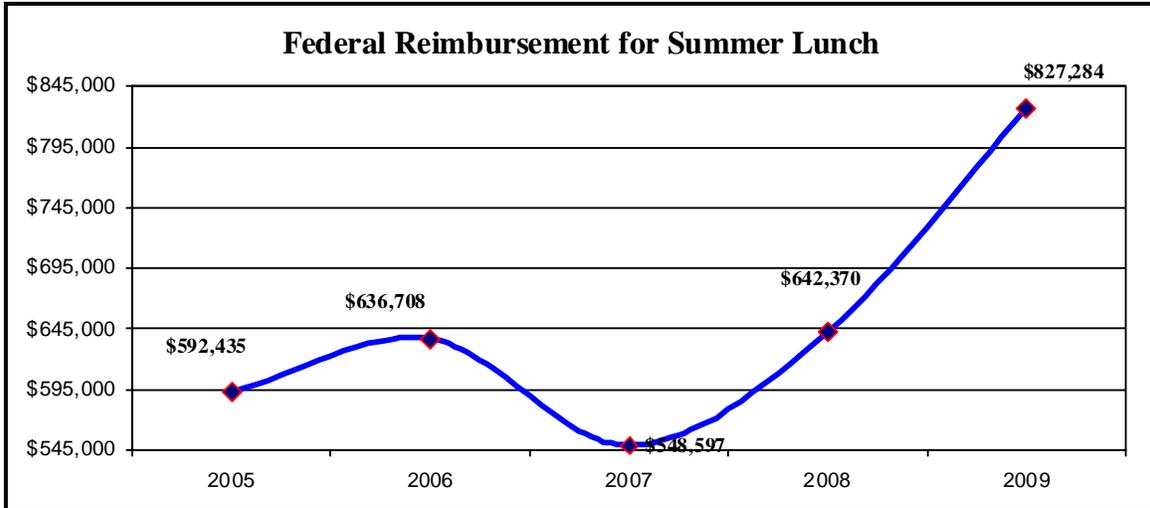
Total reimbursement paid to schools for meals served (lunch, breakfast, snacks, and milk) during the 2008-09 school year totaled \$25,579,911.





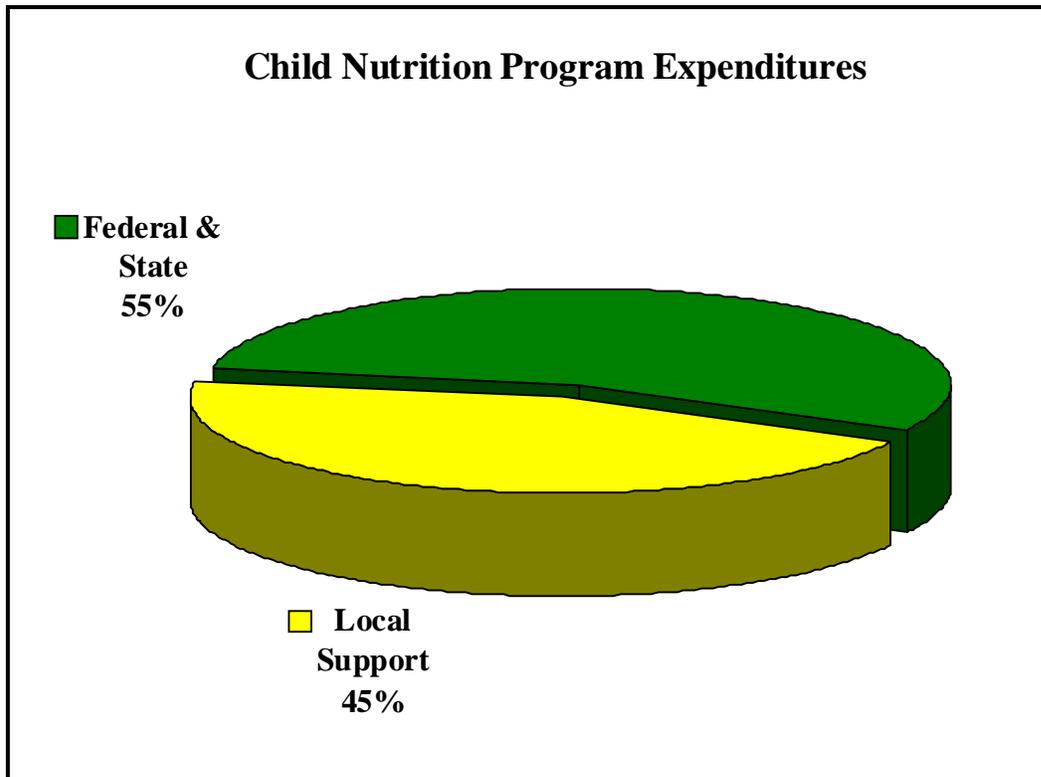
## Summer Food Service Program Reimbursements

The total meal reimbursement (for lunch, breakfast, snacks, and supper) paid to summer sponsors in 2009 was \$1,037,966.



## Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to reimbursement rates that are updated yearly. School Food Authorities reported \$31,407,595 in program income in 2008-09 which included \$30,773,887 in federal reimbursement and \$633,708 in state matching funds. The state matching funds were used to cover the cost of shipping and handling, storage and processing of USDA commodity foods.



Overall school expenditures were \$57,014,553. After subtracting federal reimbursement and state match, local support to the meal programs was \$25,606,958 or 45 percent of the total expenditures.

Local support includes students who pay for breakfast and lunch. The average paid student price for breakfast and lunch were \$1.14 and 1.83 respectively. This average included a range of 30 cents to \$2.00 for breakfast and 60 cents to \$3.60 for lunch.

## **FUNDING FOR THE SCHOOL NUTRITION PROGRAMS IN MONTANA**

*October 1, 2008- September 30, 2009*

### **Income**

National School Lunch Program Meals	\$19,854,820
Afterschool Snacks	\$267,477
USDA Foods – Commodities including DoD Fresh Fruit and Vegetable Program	\$3,316,718
<b>National School Lunch Program (lunches, snacks and commodities)</b>	<b>\$23,439,015</b>
<b>School Breakfast Program</b>	<b>\$5,433,321</b>
<b>Special Milk Program</b>	<b>\$24,293</b>
<b>Fresh Fruit and Vegetable Program</b>	<b>\$608,949</b>
Summer Food Service Program Reimbursement	\$1,037,966
SFSP USDA Foods - Commodities	\$5,362
<b>Summer Food Service Program</b>	<b>\$1,043,328</b>
<b>Equipment Grants</b>	<b>\$224,981</b>
<b>Total Federal Funding</b>	<b>\$30,773,887</b>
<b>Total State Matching Funds (July 1, 2008-June 30, 2009)</b>	<b>\$633,708</b>
<b>Total Federal and State Funding</b>	<b>\$31,407,595</b>

### **Expenditures**

School Expenditures (Food, Labor, Other)	\$57,014,553
Federal and State Reimbursement	\$31,407,595
Student, Adult Payments, General Fund, Other Sources	\$25,606,958

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

**PRESENTATION:** Request for New Programs – Salish Kootenai College

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction  
Cindy O’Dell, Chairperson, Education Department  
Salish Kootenai College

**OVERVIEW:** The Office of Public Instruction provides to the Board of Public Education (BPE) a proposal from Salish Kootenai College (SKC) to add a Broadfield Science Secondary Teaching Major and an Area of Permissive Specialized Competency in Early Childhood to its education curriculum. At the March meeting Cindy O’Dell, Education Department Chairperson, will present descriptive information about the proposed new programs.

In April 2010, an on-site team will review the materials relating to the new programs as proposed by SKC. The SKC Education Department will provide for review the descriptions of the proposed programs, course syllabi, and a completed institutional report relating to the specific standards of Administrative Rules of Montana (ARM) Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.522 Science; ARM 10.58.527(4) Early Childhood; and ARM 10.58.802 Standards for Approval.

The team will provide recommendations to the state superintendent. The full report and the state superintendent’s recommendations will be presented for discussion to the BPE at the May meeting.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information

## **EXECUTIVE SUMMARY**

**DATE: JULY 2007**

**PRESENTATION:** Professional Educator Preparation Program Standards (PEPPS)  
Request for Initial Accreditation – Salish Kootenai College

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction  
Cindy O'Dell, Chairperson  
Professional Education Unit  
Salish Kootenai College

**OVERVIEW:** On April 10-12, 2007, the Office of Public Instruction conducted a State Review of the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. The purpose of the review was to validate the Professional Education Unit's Institutional Report (IR) for the Elementary Education Program at the SKC. The review was based on the standards articulated in the Board of Public Education's approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual. SKC requests initial accreditation for its Elementary Education program.

Professor Audrey Peterson, the University of Montana-Missoula, served as chairperson of the review. Peter Donovan, Bonnie Klein, and Linda Vrooman Peterson served as members of the State Verification Team.

The review found that the standards, as established by the Board of Public Education, were met. The State Verification Team recommends initial accreditation for the Elementary Education program in the Professional Education Unit at the Salish Kootenai College, with a follow-up visit to be scheduled in 2009 to review the assessment system and the Salish Kootenai College Elementary Education program data regarding student knowledge, skills and dispositions.

The state superintendent recommends to the Board of Public Education approval of the initial accreditation of the Professional Education Unit and the Elementary Education Program at the Salish Kootenai College.

**REQUESTED DECISION(S):** Recommend approval

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

## EXECUTIVE SUMMARY

DATE: MARCH 2010

- PRESENTATION:** Focused Review Exit Report of the November 2009 On-Site Visit of the Professional Education Unit at the Montana State University at Bozeman
- PRESENTER:** Linda Vrooman Peterson, Administrator, Office of Public Instruction  
Lynette Zuroff, Director of Teacher Education, Carroll College  
Larry Baker, Dean, College of Education, Health and Human Development  
Joanne Erickson, Interim Department Head, College of Education
- OVERVIEW:** A four-member team visited Montana State University in Bozeman on November 9-10, 2009, for a focused review of six standards. The purpose of the visit was to examine the Professional Education Unit's (Unit) progress in meeting the six specific standards that were found to be either "Not Met" or "Met with Weakness" during the October 5-8, 2008, on-site visit.
- Dr. Lynette Zuroff, Director of Teacher Education at Carroll College in Helena, served as chairperson of the focused review. The attached exit report and narrative provide to the Board of Public Education (BPE) the results of the review.
- The team recommends provisional accreditation approval of the Standards marked with "Met with Weakness." Provisional accreditation requires continued action by the Unit at MSU-Bozeman. The Dean, or designee, of the College of Education, Health, and Human Development shall meet with the BPE in March 2010, to describe the plan and progress on meeting the standards that are marked with "Met with Weakness." If the report to the BPE indicates that the Unit is making progress toward meeting the standards, the BPE will approve provisional accreditation and require the Unit to complete a written annual progress report by September 2010.
- The Office of Public Instruction will continue to monitor the Unit's progress and provide an update to the BPE at the November 2010 meeting.
- REQUESTED DECISION(S):** Recommend approval of provisional accreditation of the Professional Education Unit of the College of Education at MSU-Bozeman.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



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

[opi.mt.gov](http://opi.mt.gov)

**Office of Public Instruction**  
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[opi.mt.gov](http://opi.mt.gov)

## MEMORANDUM

December 11, 2009

TO: Dr. Larry Baker, Dean  
College of Education, Health, and Human Development  
Montana State University Bozeman

FROM: Dr. Linda Vrooman Peterson, Administrator  
Accreditation – Educator Preparation

RE: Focused Review Exit Report

The Accreditation Review Team has completed the Exit Report for the November 9-10, 2009, on-site focused visit of the Professional Education Unit (Unit) at the Montana State University Bozeman (MSU-Bozeman). The Exit Report is attached.

The Unit has 30 days to correct errors and omissions to the Exit Report.

The team recommends to the Superintendent of Public Instruction provisional accreditation status for the Unit. Provisional accreditation requires continued action by the Professional Education Unit at MSU-Bozeman. Required action includes:

- 1) In March 2010, the Dean, or a designee, of the College of Education, Health, and Human Development, will describe to the Board of Public Education (BPE) the Unit's plan and the progress that has been made on meeting the "Met with Weakness" standards.
- 2) If the report to the BPE indicates that the Unit is making progress on meeting the standards, the BPE will approve provisional accreditation of the Unit.
- 3) By September 2010, the Unit will complete a written annual progress report.
- 4) In November 2010, the annual progress report will be presented to the BPE by the team chairperson and the Dean, or a designee, of the College of Education, Health, and Human Development.
- 5) If the BPE acknowledges that progress is continuing to be made in each of the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU-Bozeman in October 2011.

For more information, contact Linda Vrooman Peterson, (406) 444-5726, or, [lypeterson@mt.gov](mailto:lypeterson@mt.gov).

cc: Dr. Joanne Erickson, Interim Department Head  
Nancy Coopersmith, Assistant Superintendent

**Montana State University – Bozeman Professional Education Unit  
 Focused Review Exit Report  
 November 9-10, 2009**

Dr. Lynette Zuroff, Chairperson

A four-member team visited Montana State University in Bozeman on November 9 and 10 for a focused review of six standards. The purpose of the visit was to examine the Professional Education Unit's (Unit) progress in meeting the six specific standards that were found to be either Not Met or Met with Weakness during the October 5-8, 2008, on-site visit. This document is a summary of the team's findings.

**Sub-Chapter 2 – Organization and Administration of Teacher Education**

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.210	Conceptual Framework	Met with Weakness	1-2

**Sub-Chapter 3 – Curriculum Principles and Standards: Basic Program**

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.305	Assessment System and Unit Evaluation	Met with Weakness	3-4
10.58.306	Field Experiences and Clinical Practices	Met with Weakness	5-7
10.58.309	Unit Governance and Resources	Met with Weakness	8

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

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements (1)(j)&(l)	Met with Weakness	9-10
10.58.527	Areas of Permissive Special Competency – Early Childhood	Met with Weakness	11



The team recommends provisional accreditation approval of the Standards marked with "Met with Weakness." Provisional accreditation requires continued action by the Unit at MSU-Bozeman. The Dean, or designee, of the College of Education, Health, and Human Development shall meet with the Board of Public Education (BPE) in March 2010, to describe the plan and progress on meeting the standards that are marked with "Met with Weakness." If the report to the BPE indicates that the Unit is making progress toward meeting the standards, the BPE will approve provisional accreditation and require the Unit to complete a written annual progress report by September 2010. The annual progress report will be mailed to the Office of Public Instruction by the end of September 2010.

Members of the focused-review team will read the report to verify that progress has been made. In November 2010, the annual progress report will be presented to the BPE by the team chairperson and the Dean of the College of Education, Health and Human Development. If the BPE acknowledges that progress is continuing to be made in each of the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU-Bozeman in October 2011. The purpose of the visit will be to verify that the following standards are met:

- 10.58.210 Conceptual Framework (2008: Met with Weakness; 2009: Met with Weakness)
  - 10.58.305 Assessment System and Unit Evaluation (2008: Not Met; 2009: Met with Weakness)
  - 10.58.306 Field Experiences and Clinical Practices (2008: Met with Weakness; 2009: Met with Weakness)
  - 10.58.309 Unit Governance and Resources (2008: Met with Weakness; 2009: Met with Weakness)
  - 10.58.501 General Requirements (1) (j) & (l) (2008: Met with Weakness; 2009: Met with Weakness)
  - 10.58.527 Areas of Permissive Special Competency – Early Childhood (2008: Not Met; 2009: Met with Weakness)
- 



### **Commendations**

Progress was made to align the conceptual framework with the INTASC and Montana standards. The conceptual framework has been disseminated across all programs within the Unit.

The Unit has made initial plans for implementing an assessment system that provides systematic and comprehensive information for program and Unit improvement. Appointing an Assessment Coordinator and providing evidence of the initial assessment work demonstrated the Unit's commitment to meet standard 10.58.305.

The Unit has a plan to improve communication among all education partners.

Early Childhood student teachers felt exceptionally well mentored in their student teaching experience.

### **Recommendations**

Continue to establish and implement a systemic ongoing process of continual reflective analysis of programs and their efficacy within the unit. After the system has been established and implemented, maintain the system so that data are regularly and systematically compiled, summarized, shared and analyzed by the Unit to evaluate and improve the Unit and its programs.

Implement the plan to improve communication among all education partners.

In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and all other assessments should be explicitly tied to or grouped under the five major program themes articulated in the conceptual framework.

---

Members of the team appreciated the students, faculty, supervising teachers, and college supervisors who talked to the team. Getting a representative sample of all involved in the Unit required extensive coordination.

The technology support was excellent thanks to the assistance of Catherine Gibbons and Nick Lux. Whenever the team requested help, the technology support team provided it quickly and cheerfully.

The Unit welcomed the team members and provided a comfortable working environment.



**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard:** ARM 10.58.210 Conceptual Framework

**Validating Statement:** During the focused visit, the reviewers verified that the conceptual framework is accessible to all involved with teacher education. The graphic of the Conceptual Framework is displayed on the doors in many classrooms in Reid Hall, and “Montana State University Teacher Education Program Conceptual Framework” is available on the education Web site.

**Sources of Evidence:** Presentations and Interviews: Joanne Erickson, Interim Department Head, Education; Bill Freese, Assessment Coordinator; Jayne Downey, Associate Professor, Education; Nick Lux, Adjunct Faculty, Education; Pat Ingraham, Field Placement Director; Priscilla Lund, Associate Professor, Education; Laura Massey, Associate Professor, Health and Human Development; Dede Baker, Adjunct Faculty, Health and Human Development; Christine Lux, Adjunct Faculty, Health and Human Development; student teachers; and cooperating teachers.

Exhibits: Conceptual Framework, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for Teacher Education, Professional Expectations for Prospective Teachers, Teacher Preparation Assessment System, Montana State University Teacher Education Program Foundational Documents, Department of Education Web site, Teacher Preparation Assessment System, Curriculum and Instruction Courses Aligned to INTASC, and Montana State Standards

**Assessment Aligned to Standards:** The faculty understands the elements of the conceptual framework, and some university supervisors know where to find the conceptual framework. It is still not evident that the supervisors of student teachers were involved in the design of the conceptual framework. Because supervising teachers have not been consistently informed about the conceptual framework, there are varying levels of understanding about the information contained within the document. Adding to the variation in conceptual framework awareness could be that the conceptual framework is in the online student teacher handbook, but not in paper copy.

*Montana State University Teacher Education Program Foundational Documents* illustrate the alignment of nine of the ten INTASC standards with the five segments of the conceptual framework. The document does not reveal how the Motivation and Management INTASC standard is aligned with the framework, nor does it explain how ARM 10.58.501 (a), (e), or (m) are aligned with the five segments of the framework.



**Evaluation:** The reviewers found evidence that progress has been made to meet this standard, but they were unable to conclude that the standard was completely met at the time of the on-site focused visit.

**Commendations:** The visual that illustrates the conceptual framework should provide all with a structure to remember the conceptual framework. Also, the initial efforts to align the INTASC standards with the conceptual framework indicate that there is a commitment to move toward complete alignment of the standards and expected candidate proficiencies.

**Improvements:** In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, complete alignment of the conceptual framework and candidate proficiencies needs to be realized. Also, all involved in teacher education need to understand the conceptual framework and the expected candidate proficiencies.

#### **Accreditation Recommendation**

- Meets Standard with Weakness



opi.mt.gov

**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard: ARM 10.58.305 Assessment System and Unit Evaluation**

**Validating Statement:** During the focused visit, the reviewers verified that there continues to be a lack of performance documentation and accountability at the program and unit levels as data are not yet routinely collated, analyzed, and regularly and systematically shared with members of the unit for improvements in unit operations and program quality. The reviewers could not verify whether efforts are made to eliminate sources of bias in performance assessments and procedures or whether improvements have been made in programs or policies as a result of assessment information. Reviewers also could not verify assessment of competence of graduates of the programs or maintenance of a record of candidate complaints and resolutions. It is the case that individual candidate and faculty assessment results are shared with individual candidates and faculty, respectively.

**Sources of Evidence:** Presentations and Interviews: Joanne Erickson, Interim Department Head, Education; members of the University Teacher Education Council (UTEC) to include Lisa Eckert, English; Jennifer Luebeck, Mathematics; Bryce Carpenter, Assistant Professor, Education; University supervisors, to include Gini Phillips, Ramona Stout, Leanne Roulson, Nikki Robbins, Karen Krieger and Sue Aheidon.

Exhibits: Conceptual Framework, INTASC Standards for Teacher Education, Professional Expectations for Prospective Teachers, Teacher Preparation Assessment System, Guide to the Teacher Work Sample; two pilot Teacher Work Sample notebooks from students currently doing their student teaching

**Evaluation:** Since July 2009 the unit has implemented significant, foundational steps toward developing and implementing an assessment system for unit evaluation. An Educational Assessment Coordinator has been appointed who has been closely involved with the unit leadership team and Department of Education faculty in creating systematic data-collection points throughout the teacher education program. The faculty has implemented the concept of Signature Assignments to link candidate performance to unit and state standards. They are in the process of identifying currently-used assessments that would serve to document unit performance on standards as well as identifying areas where assessments of candidate performance are missing. The faculty has also developed a timeline for implementation of the various components of unit assessment.

Additionally, unit personnel are exploring electronic data management systems that will allow efficient input of data as well as useful access to and analysis of assessment results. Currently,



the unit collects data from multiple assessments of candidate qualifications and proficiencies and enters those data in separate electronic databases. Unit faculty anticipate that these current planning activities will ultimately result in a workable assessment system that insures the collection and analysis of program data and provides regular and comprehensive information on the applicant qualifications, candidate proficiencies, competence of graduates, unit operations and program quality in order to evaluate and improve the unit and its programs.

Unit assessment practices do include all elements of the “rigorous state test” for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.

**Improvements:** Substandard (b) Using multiple measures, the unit needs to collect and aggregate data from its stakeholders (applicants, candidates, recent graduates, faculty, and other members of the professional community) regarding the knowledge, skills and dispositions of licensure candidates prepared in the professional education programs.

Substandard (b) and Substandard (c) These data need to be regularly and systematically compiled, summarized, shared and analyzed by unit, and then used to evaluate and improve the efficacy of courses, programs and clinical experiences.

In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and all other assessments should be explicitly tied to or grouped under the five major program themes articulated in the conceptual framework.

#### **Accreditation Recommendation**

- Meets Standard with Weakness



**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard: ARM 10.58.306 Field Experiences and Clinical Practices**

**Validating Statement:** A candidate's performance data from field experiences and clinical practice (student teaching) are collected and shared with the candidate, the candidate's cooperating teacher and university supervisor. Evidentiary information revealed that these performance data are not consistently and systematically collated, analyzed and disseminated to the unit for program and candidate performance improvement. The conceptual framework is not clearly understood by candidates, cooperating teachers, university supervisors, and local administrators. To more broadly communicate the conceptual framework, the unit faculty created the conceptual framework graphic. The colorful graphic is displayed throughout Reid Hall.

**Assessment Alignment to Standards:** This standard requires the use of multiple assessment strategies to evaluate candidates' performance and the subsequent effect on P-12 student learning. The Education, Curriculum and Instruction Courses Aligned to INTASC and Montana State Standards (ARM 10.58.501) provide an assessment alignment blueprint for use by the unit and the university faculty. However, implementation of this alignment could not be verified at the time of the focused review.

**Sources of Evidence:** Presentations and Interviews: Cooperating Teachers; University Supervisors; Student Teachers; PEU and UTEC Faculty; Joanne Erickson, Interim Department Head, Education; Priscilla Lund, Associate Professor, Education; Pat Ingraham, Field Placement Director; Bill Freese, Assessment Coordinator; Jayne Downey, Associate Professor, Education; Bryce Carpenter, Assistant Professor, Education; Nick Lux; Adjunct Faculty, Education; PowerPoint Presentation on Assessment System; and Presentation of the Teacher Work Sample

Exhibits: Teacher Preparation Assessment System Grid; Montana State University Department of Education Assessment System, Purpose; Education, Curriculum and Instruction Courses Aligned to INTASC and Montana State Standards (ARM 10.58.501); Foundational Documents; Web-based Rubrics (Field Experience and Clinical Practice); Guide to the Teacher Work Sample; and Feedback on Teacher Work Sample

**Evaluation:** The unit does not systematically collate, analyze, or disseminate candidates' performance data to unit faculty, university supervisors, cooperating teachers and university faculty to improve the program and candidate performance. Although the unit developed a



written plan to improve communication across the education partners this plan is not fully implemented, which creates confusion between the unit and its partners.

In interviews, the unit faculty described several newly developed models to improve communication, and candidate and program performance. The unit faculty enthusiastically described their progress to establish clear and understandable expectations and aligned assessments to improve candidates' performance in the newly developed Teacher Work Sample (TWS). During the spring semester 2010, the unit will pilot the TWS. This product is designed "as a vehicle by which a Teacher Candidate can demonstrate his or her ability to improve P-12 students' performance." At the beginning of the fall 2010 semester, the unit implemented the Co-Teaching Model, a new approach for the clinical experience (student teaching). While this model receives enthusiastic support from the unit faculty, interviews with cooperating teachers, university supervisors, and student teachers indicate uneven understanding and implementation of the co-teaching model.

Following are comments collected from interviews during the focused visit:

### **Cooperating Teachers**

- The quality of support from the university appears to be highly variable
- Few of the cooperating teachers knew about or understood the conceptual framework
- One cooperating teacher praised the work done by the university supervisor with whom she worked
- Many cooperating teachers agreed that the midterm evaluations were difficult to find and access online
- Training for co-teaching was not uniformly provided for all cooperating teachers
- One cooperating teacher suggested that cooperating teachers should be compensated for the training required to become a co-teacher with professional development credits
- Cooperating teachers agreed that it would be valuable to them and to the students to conduct student teaching placement interviews
- Cooperating teachers agreed with the students that they should have the option of having their paraprofessional junior students become their student teachers

### **Student Teachers**

- Several students were upset by the fact that they were student teaching for two or three weeks before they or their cooperating teachers were contacted by a university field supervisor
- Students were not clear about the four anchor points of the rubric
- Students were not clear about how the four point scale related to the grading system
- Some students were required to download the evaluation information from the Web site and were to deliver this information to their cooperating teachers
- Students were not clear how the conceptual framework related to the student teaching evaluations

**Improvements:** Plans are in place to develop a more collaborative process and improve communication between the Field Placement Office and unit faculty, university faculty, cooperating teachers, student teachers, and university supervisors. Plans are also in place to collect data so that these data can be collated, analyzed and disseminated among the partners to improve program or candidate performance.

**Accreditation Recommendation**

- Meets Standard with Weakness



**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard:** ARM 10.58.309 Unit Governance and Resources

**Validating Statement:** (1) During the focused visit, the reviewers verified that resources have been allocated in the Department of Education such that the development and implementation of a unit assessment system can be accomplished. An Educational Assessment Coordinator has been appointed and a timeline developed for the creation of a data collection system that will reflect the unit's conceptual framework. It is planned that data will be regularly and systematically collected, compiled, summarized and analyzed. Results will be reported in an annual report card to stakeholders for the purposes of improving candidate performance, program quality and unit operations.

**Sources of Evidence:** Presentations and Interviews: Joanne Erickson, Interim Department Head, Education; Bill Freese, Assessment Coordinator; Jayne Downey, Associate Professor, Education, and Nick Lux, Adjunct Faculty, Education

Exhibits: Purpose Statement, Montana State University Department of Education Assessment System; Teacher Preparation Assessment System Progress Report, October 25, 2009; Teacher Preparation Assessment System Matrix

**Evaluation:** The unit has moved from having no verifiable program-level assessment activity or data collection to demonstrating enthusiasm for developing a system and voicing a commitment to continuous improvement through data-based decisions. Since the July 2009 appointment of Bill Freese as Assessment Coordinator, faculty have aligned goals with existing assessments in order to identify gaps in coverage, and have begun planning for the development of new measures such as Signature Assignments and Teacher Work Samples. Exploration of electronic data management options has begun.

**Improvements:** Substandard (e) The unit needs to continue to allocate adequate resources to develop and implement the unit's assessment plan.

**Accreditation Recommendation**

- Meets Standard with Weakness



**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard: ARM 10.58.501 General Requirements**

**Validating Statement:** During the focused visit, the reviewers verified that the unit is actively addressing the areas of weakness for 10.58.501 (1)(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction; and (1) (l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

**Assessment Aligned to Standards:** The unit has not fully implemented the plans to address 501 (1)(j) and (l). Therefore, little evidence was found to verify the use of data to purposefully improve candidate and program performance.

**Sources of Evidence:** Presentations and Interviews: Guide to Teacher Work Samples and demonstration; Joanne Erickson, Interim Department Head, Education; Bill Freese, Assessment Coordinator; Jayne Downey, Associate Professor, Education; and Nick Lux, Adjunct Faculty, Education; Pat Ingraham, Field Placement Director; members of the University Teacher Education Council (UTEC) to include Lisa Eckert, English; Jennifer Luebeck, Mathematics; Bryce Carpenter, Assistant Professor, Education; University supervisors, to include Gini Phillips, Ramona Stout, Leanne Roulson, Nikki Robbins, Karen Krieger and Sue Aheidon

Exhibits: Purpose Statement, Montana State University Department of Education Assessment System; Two Teacher Work Samples; Teacher Preparation Assessment System Matrix; Education, Curriculum and Instruction Courses Aligned to INTASC and Montana State Standards (ARM 10.58.501); and Foundational Documents

**Evaluation:** The unit is making significant changes to more clearly define expectations and measure candidate-demonstrated understanding of, and performance in, the following: 1) assessment strategies, tools, and practices; 2) planning and evaluating effective instruction; and 3) applying strategies to effectively engage with families and the community. A Foundation of Assessment course was changed from a two-credit course to a three-credit course. The Professional Issues course, in a new online option, is a required course for teacher candidates during the student teaching experience. The unit anticipates these major changes will provide supporting evidence that assessment is used to plan instruction.

The unit faculty enthusiastically describes the newly developed Teacher Work Sample (TWS). During the spring semester 2010, the unit will pilot the TWS. This product is designed “as a vehicle by which a Teacher Candidate can demonstrate his or her ability to



improve P-12 students' performance.” Specifically, the TWS as described by unit faculty will be the vehicle for teacher candidates' to demonstrate their understanding relating to 10.58.501 (j) and (l).

**Improvements:** The reviewers found evidence that the unit is making progress toward meeting (j) and (l) of this standard, but they were unable to verify that the standard was completely met at the time of the on-site focused visit because candidate data are currently not available.

**Accreditation Recommendation**

- Meets Standard with Weakness 10.58.501 (j) and (l)



**College of Education  
Montana State University - Bozeman  
On-Site Focused Review  
November 9-10, 2009**

**Number and Name of Standard: ARM 10.58.527 Areas of Permissive Special  
Competency Early Childhood Option**

**Validating Statement:** The on-site review revealed that the Early Childhood Option curriculum coherently addresses the standards without exception; however, the student outcome evidence provided was limited to individuals, not systematically collected, aggregated, or analyzed. In addition, there was no indication that the limited, outcome evidence that was provided was being assessed with the aim of program improvement.

**Assessment Aligned to Standard:** Although the syllabi indicate that the standards are met, this could not be verified by viewing a systematically collected array of assessments aligned to standards.

**Sources of Evidence:** Presentations and Interview: Joanne Erickson, Interim Department Head, Education; Priscilla Lund, Associate Professor, Education; Laura Massey, Associate Professor, Health and Human Development; Dede Baker, Adjunct Faculty, Health and Human Development; Christine Lux, Adjunct Faculty, Health and Human Development; and two student teachers enrolled in the Early Childhood Option

**Exhibits:** The on-site team conducted a comprehensive document review that included examination of the Institutional Report, course descriptions, course syllabi, samples of student work for EDEL 406 Early Childhood Education, samples of student work for HDCF 350 Relationships and Management in Early Childhood Education, the Handbook for Teaching Candidates, the Cooperating Teachers and University/Field Supervisors document, the Guide to the Teacher Work Sample, examples of student teaching midterm evaluations, practicum guidelines, student practicum journal samples, and student activity/experience plan samples.

**Commendations:** Early Childhood faculty exhibit knowledge and enthusiasm for their content area, and the student teachers interviewed felt exceptionally well mentored in their student teaching experience.

**Improvements:** Student outcome evidence collected through course work, practica experiences, and student teaching evaluations need to be related to the Conceptual Framework, INTASC standards, and program standards. In addition, this evidence needs to be systematically collected and analyzed for continuous program improvement.

**Accreditation Recommendation**

- Meets Standard with Weakness





February 15, 2010

TO: The Board of Public Education and  
Dr. Linda Peterson, Office of Public Instruction

FROM: Dr. Joanne Erickson, Department Head  
Montana State University

RE: Corrective Action Plan for State Accreditation

At the conclusion of our on-site review of November 9-10, 2009, the review team verified that progress has been made toward fully meeting the Board of Public Education standards for accreditation. The team required that we forward to the Board a plan for meeting all standards that continue to be “met with weakness”.

A SYSTEM OF CONTINUOUS PROGRAM IMPROVEMENT:

The visitation team recommended that Montana State University continue to implement a system of data collection and reflective analysis. The team acknowledged progress toward that goal but recognized that more time is needed to fully implement the system. The visitation team noted that MSU demonstrates enthusiasm and commitment to continuous improvement through data-based decisions. They noted that we have appointed a faculty member as our assessment coordinator, allocated appropriate resources, and have designed a comprehensive system for program improvement that is aligned with our conceptual framework. Additionally, new robust assessments have been added to better assess student progress and the program. Additionally, we will be able to assess effectiveness of our options and minor as well as our secondary and elementary majors. However, the assessment system has not been fully implemented through the full cycle of data collection, analysis, reporting and decision-making.

**Plan for Corrective Action:**

Montana State University will have in place a fully implemented assessment system that is aligned to our conceptual framework providing robust, usable data for decision-making that will result in program improvement. A timeline follows:

- Fall, 2009: Design the assessment system; review assessment system design with site visitation team (complete).
- January, 2010: Align the assessment system to the conceptual framework (complete).
- February, 2010: Begin data collection and design reports that contribute to decision-making (underway).
- May – July, 2010: Prepare a usable annual report that is aligned to our conceptual framework and has multiple measures for each component of that framework. The report will present data in graphs and tables that permit faculty, field faculty, advisors, and students to use the data for decision making.
- August, 2010 Faculty (including field faculty) will review the annual report and make decisions based on data that result in continuous program improvement.

During the 2010-11 academic year, the faculty will implement program improvement strategies, refine assessments as needed, and strengthen areas where our assessments demonstrate weakness. The cycle of continuous improvement will be fully implemented and ongoing with an assessment system that is dynamic, state-of-the-art, routine, widely shared, and fully implemented.

#### A SYSTEM OF COMPREHENSIVE COMMUNICATION AND INVOLVEMENT WITH ALL STAKEHOLDERS

Additionally, the visitation team noted that improved communication among all stakeholders is critical to fully meeting the Board of Public Education standards for State Accreditation. University supervisors and cooperating teachers need to be engaged in ongoing discussions regarding the conceptual framework resulting in a better understanding and ownership of the framework. When revisions are made to the existing framework, all faculty, including field faculty and faculty in our arts and sciences department need to be fully engaged. While this presents substantial challenges for a large program with 864 students, nearly 50 faculty, approximately 80 cooperating teachers, and approximately 50 supervisors, MSU is committed to fully engaging all stakeholders and has created strategies to accomplish that task. The site visitation team noted that progress had been made by creating plans for improved communication, but also noted that the plans had not been fully implemented.

**Plan for Corrective Action:**

The site visitation team noted weaknesses in the alignment of all INTASC standards and ARM 10.58.501 standards with the conceptual framework. The Unit acknowledges that alignment is not always clear and has begun conversations that will result in revisions to the conceptual framework or clarity as to how full alignment between the existing framework and all standards can be accomplished. Field faculty will also be engaged in these conversations and the resulting decisions about needed revisions. We have appointed two faculty members (one elementary and one secondary) to focus on communication with cooperating teachers. We have formalized this commitment through faculty workload adjustments to teaching load. Additionally, we have created new and more effective web-based tools and communication strategies with all stakeholders. Regular meetings with the arts and sciences faculty housed in other departments across campus are underway, utilizing our University Teacher Education Committee (UTEC) structure. Regular meetings are being conducted with field supervisors who are local and web-based strategies are being improved to communicate with university supervisors at a distance. The voice of all stakeholders will be engaged in our conceptual framework, alignment of assessments to that framework, and creating data-driven decisions to improve our teacher preparation program.

**TIMELINE FOR REVIEW:**

The timeline for review proposed by the site visit team follows:

<b>Year</b>	<b>Date</b>	<b>Purpose</b>
Year 1	October 2008 July 2009	On-site Review Corrective Action Report to BPE
Year 2	November, 2009 March, 2010 September 2010	On-site Review Corrective Action Report to BPE Written Report to OPI & Review Team
Year 3	November, 2010 October, 2011	Progress Report to BPE Site Visit

Montana State University Unit of Teacher Preparation would like to propose an alternative timeline that would allow us to demonstrate that we have met Board of Public Education state accreditation standards. We propose the following based on our confidence that we can have all requirements met. We respectfully request the following timeline:

Year 1	October 2008 July 2009	On-site Review Corrective Action Report to BPE
Year 2	November, 2009 March, 2010 September 2010	On-site Review Corrective Action Report to BPE On Site Review
Ongoing		Continuous Improvement Cycle

The faculty, staff and students at Montana State University welcome and appreciate the guidance and support offered from Dr. Linda Peterson and the Office of Public Instruction and the members of the site visit team in assisting us to better meet the Board of Public Education requirements for State Accreditation. The visitation team worked diligently to provide assistance as well as to validate progress toward meeting standards. Dr. Peterson has provided support in an ongoing way through examples, visits to campus, and supportive training for key faculty. This supportive environment has energized faculty around the concept of continuous improvement and created an internal culture of self examination and a quest for excellence. Perhaps the most important aspect of accreditation has been realized through this process, that of moving a Unit from a “compliance” mentality to that of a commitment to “continuous improvement”. We thank the Board for its patience and guidance and commitment to meeting their stated expectations.

Respectfully submitted on behalf of the Teacher Preparation Unit at Montana State University,

Joanne Erickson, Department Head

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

**PRESENTATION:** Overview of Academic Denials and Applicants from Other States with Academic Deficiencies for Licensure

**PRESENTER:** Elizabeth Keller  
Educator Licensure Manager  
Office of Public Instruction

**OVERVIEW:** During the January 2010 Board of Public Education Meeting, the Board heard an appeal from an applicant denied by the Office of Public Instruction because the applicant's academic record did not demonstrate meeting or exceeding the licensure requirements of Admin. R. Mont. Chapter 57, even though the applicant is licensed in another state. The Board requested a presentation for information on other denials and applicants who were licensed in another state yet did not meet Montana's requirements.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

## **EXECUTIVE SUMMARY**

**DATE: FEBRUARY 2010**

**PRESENTATION:** Notification regarding Case No. 2010-04

**PRESENTER:** Ann Gilkey, Chief Legal Counsel  
Elizabeth Keller, Licensing Unit Manager  
Office of Public Instruction

**OVERVIEW:**

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Informational

## **EXECUTIVE SUMMARY**

**DATE: FEBRUARY 2010**

**PRESENTATION:** Licensing Action Case No. 2009-05

**PRESENTER:** Steve Meloy, Executive Director, Board of Public Education  
Ann Gilkey, Chief Legal Counsel  
Office of Public Instruction

**OVERVIEW:**

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: FEBRUARY 2010**

**PRESENTATION:** Licensing Action on Case No. 2010-02

**PRESENTER:** Steve Meloy, Executive Secretary, BPE  
Ann Gilkey, Chief Legal Counsel and Elizabeth Keller, Licensing Unit Manager  
Office of Public Instruction

**OVERVIEW:** License denial based on academic record

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

**PRESENTATION:** Federal Programs Update

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

**OVERVIEW:** Information to be presented includes an update on the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Race to the Top funds from the U.S. Department of Education.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



# Better Federal Policies

*Leading to Better Schools*

CENTER ON  
EDUCATION  
POLICY **CEP**

February 2010



# Better Federal Policies

## *Leading to Better Schools*



### Summary

This January marked the eighth anniversary of the No Child Left Behind Act (NCLB). These eight years have been fraught with controversy as the federal government has assumed a broader and more forceful role in elementary and secondary education. Some of the ensuing changes have led to positive outcomes, while others have been ineffective. It's a good time to rethink the federal role in elementary and secondary education. But where should the nation go from here?

Two years ago, the Center on Education Policy (CEP), an independent nonprofit organization known for its comprehensive studies of NCLB and related issues, began a research-based review of the federal role. As part of this process, we examined an extensive body of research from a wide range of sources. We also commissioned scholarly papers, held forums to discuss ideas, solicited advice from experts of various backgrounds, and reflected on our own long-term experience with federal policies. At the end of this process, we developed five guiding principles for reshaping the federal role and ten recommendations for reauthorizing the Elementary and Secondary Education Act (ESEA), particularly Title I. Box A shows these principles and recommendations.

Our approach would keep aspects of the current federal role that have contributed to progress, change aspects that could be better designed or implemented, and eliminate requirements and programs that have not been effective. Simply put, our approach is tighter on the front end, with rigorous common standards and aligned assessments, but less prescriptive on the back end, with greater opportunities for experimentation accompanied by evaluations in states that adopt common standards and tests. Finally, we recommend adding new areas of emphasis to the federal role. Box B shows which major aspects of current law we propose to keep, eliminate, change, and add.

## Box A. Principles and Recommendations

### Principles for the Federal Role

1. **Limited number of goals.** Focus more clearly on the vital goals of improving academic achievement and promoting equity.
2. **Ends more than means.** Streamline the federal role.
3. **Experimentation with evaluation.** Where research is not clear about what works, promote experimentation, research, evaluation, and dissemination of results.
4. **Capacity building.** Build state and local capacity and consider state and local context.
5. **Out-of-school influences.** Consider broader social factors that affect students' achievement and readiness for school.

### Recommendations for Reauthorizing ESEA

1. **Standards-based reform.** Keep the basic elements of standards-based reform but change or eliminate aspects that are not working.
2. **Standards.** Encourage and support the state movement already underway to adopt rigorous common standards in core subjects.
3. **Assessments.** Encourage collaborative state efforts to develop high-quality tests aligned to the common core standards and individual state efforts to assess achievement in areas beyond reading and math.
4. **Systems for continuous improvement.** Allow states that adopt the common core standards and assessments to move away from the federal requirements for adequate yearly progress (AYP) and experiment with different systems for determining improvement and identifying low-performing schools.
5. **Support to low-performing schools.** Let states, districts, and schools experiment with promising approaches to providing support and determining interventions for low-performing schools.
6. **Resource equity.** Ensure that all students have an opportunity to learn by encouraging an equitable distribution of state and local resources for education.
7. **High school reform.** Place higher priority on improving low-performing high schools by expanding funding for high school reform in current programs and tailoring requirements to address the unique needs of high schools.
8. **Students with disabilities and English language learners (ELLs).** Encourage appropriate accountability and better instruction for students with disabilities and English language learners.
9. **Teacher quality.** Support research and state experimentation on what makes a teacher effective and how to measure this, and require states to work with school districts to address disparities in the distribution of experienced teachers.
10. **Complementary learning.** Establish a coherent partnership among K-12 education, early childhood education, and out-of-school learning.

## Box B. Comparison of CEP Recommendations with Current Law

### Keep

- The general concept of standards-based reform, including academic content standards and assessments aligned to these standards
- Annual testing in reading and math
- Public reporting of test results by school, disaggregated by specific student groups
- The current federal accountability system in states that do not adopt common core standards and assessments, with the flexibility presently allowed by the U.S. Department of Education (ED)

### Eliminate

- The unrealistic goal of 100% of students scoring at the proficient level by 2014
- The AYP-based system of federal accountability in states that adopt common standards and assessments
- Federally prescribed sanctions for schools that do not meet AYP targets
- Federal requirements for school choice and supplemental tutoring (which instead would become local options)
- The current federal criteria for determining which teachers are “highly qualified”
- Other programs that evaluations show have not been effective

### Change

- State standards to make them more rigorous and consistent across states

Encourage the movement sponsored by the nation’s governors and chief state school officers to adopt common standards in core academic subjects. Support efforts to ensure these standards are more rigorous, coherent, and focused, and better articulated across grade levels than those found in many states.

- State assessments and improvement measures to align them with common standards and cover a broader range of subjects, skills, and outcomes

Encourage states to develop national (but not federal) or regional assessments that are aligned to the common standards, meet key criteria for quality, measure higher-order skills and knowledge, and can be equated to each other. Require public reporting of the results of these tests to serve as one form of accountability and provide a clearer, more uniform picture of how well children in different states are performing. Encourage states to assess subjects in addition to math and reading, such as science, social studies, art, and music; and to measure progress on other outcomes, such as high school completion and postsecondary enrollment. Encourage school districts to develop indicators of students’ civic involvement and knowledge.

- Approaches for determining improvement and identifying low-performing schools

Allow states that adopt common standards and assessments to pilot various systems, with federal approval, for determining continuous improvement on the assessments and indicators described above. Encourage states to experiment with approaches that might include models for measuring individual student growth, qualitative measures such as inspections by experts of instructional quality, or improvement targets based on the current rate of gains in the highest-performing schools or the numbers of students meeting grade-level expectations.

*continued on page 4*

- Approaches for supporting and intervening in low-performing schools

Let states develop plans, with federal approval, for providing various supports and interventions to struggling schools, such as technical assistance, school improvement grants, and monitoring or visits by states or outside contractors with expertise. Permit the types of supports and interventions to vary depending on the severity of the school's needs.

#### Add

- An “opportunity to learn” fund, similar to the economic stimulus “stabilization” fund, that will be available only to states that take strong steps to equalize state and local education funding among and within school districts
- A requirement for states to work with school districts to develop incentives for more experienced teachers to teach in low-income schools
- Provisions to better coordinate elementary and secondary school programs with learning and supports outside school

The remainder of this paper describes our principles and recommendations in more detail.

## Time to Rethink the Federal Role

With the approaching reauthorization of ESEA, the Congress and the Obama Administration face tough questions about how to revamp the federal role in elementary and secondary education. The 2002 amendments to ESEA made by the No Child Left Behind Act have broadened and deepened the federal role in ways that affect all schools and all students. Although NCLB has brought unprecedented attention to historically low-performing groups of students, and although student achievement has risen according to state tests and other measures, dissatisfaction with NCLB's flaws is widespread. Many practitioners and policymakers at all levels of government appear ready to move beyond the current NCLB requirements—but not always in the same direction. Some think the answer is to institute more federal requirements, while others want to greatly scale back the federal role.

In both its implementation of the American Recovery and Reinvestment Act (ARRA) and its proposed fiscal year 2011 budget, the Obama Administration has signaled its frustration with the pace of reform under NCLB and with some state and local implementation choices. Under ARRA, the U.S. Department of Education has imposed specific new restrictions on roughly half of the \$100 billion available for education. In particular, states must agree to target funds from certain ARRA programs on four aspects of school reform—raising academic standards, implementing better data systems to track students' achievement, increasing the effectiveness and equitable distribution of teachers, and turning around low-performing schools—and to limit the options for turning around struggling schools to four reform models that are somewhat different from those in NCLB. The Administration has also indicated that these four aspects of school reform will be the foundation of its proposal to reauthorize ESEA. These actions have helped shift the debate about reauthorization from one of determining which NCLB requirements to tweak to one of deciding how federal requirements can drive state and local actions and speed up reform.

For the past two years, CEP has reviewed evidence about current and prior federal programs to consider what the future federal role in elementary and secondary education should look like. As part of this process, we took the following steps:

- Commissioned 11 papers that synthesized research and historical evidence about the effects of past and current national policies in a particular area of education, highlighted lessons from past experience that could be used to shape a more effective federal role, and considered the implications of new challenges and opportunities for the federal role

- Held six briefings for Congressional staff, U.S. Department of Education officials, executives of national education associations, and others, at which authors of the commissioned papers discussed their findings
- Assembled a compilation that briefly summarized key national and regional studies of NCLB and related federal programs conducted by a wide range of groups since 2005, and reviewed empirical evidence from these and other studies
- Continued our own comprehensive studies of student achievement, school restructuring, and other aspects of NCLB
- Reflected on our knowledge and experience, going back as far as 40 years, with federal elementary and secondary education programs and policies
- Asked 12 experts of varying backgrounds to review a longer draft of this paper and carefully considered their comments

The principles and recommendations in this paper grew out of this research-based process. In general, we share the Administration's concerns about the pace of reform and see the need for a new approach to jump-start improvement.

Our recommendations focus primarily on Title I of ESEA, which provides funds to improve education for low-achieving students in low-income areas. Title I is the largest source of federal funding for elementary and secondary schools and contains the major federal accountability requirements. Since much of CEP's research has dealt with Title I, we have the most expertise about Title I issues. A few of our recommendations also touch on the provisions for teacher quality in Title II and education for English language learners in Title III.

The specific research that supports the principles and recommendations in this paper are listed in an appendix, available on CEP's Web site at [www.cep-dc.org](http://www.cep-dc.org). This appendix also lists the 11 commissioned papers that broadly informed this paper and provides more details about the methods used to review studies for this project.

## Principles for the Federal Role

Although some national, state, and local leaders may see the federal presence in elementary and secondary education as intrusive and unwelcome, especially in the years since NCLB, we believe the federal government should continue to play a significant role. Over the past several decades, the federal government has made important, positive contributions to education by setting broad goals, redistributing resources to redress inequities, mobilizing state and local governments to address pressing needs, and calling attention to urgent national priorities and promising practices. The impact has been most notable and longstanding for students who come from low-income families, are low-achieving, or have disabilities or limited English proficiency. In more recent years, the federal government has also helped to spur reforms that affect all students.

Now is not the time to halt this momentum. Without continued federal involvement in education, states would still support districts and schools and hold them accountable for raising student achievement. However, the choices some states have made in such areas as defining what constitutes proficiency, designing accountability systems, or determining whether veteran teachers are highly qualified suggest that without a degree of federal encouragement, many states may lack the political will and resources to make the tough choices required to reform education.

Further, the ARRA experience shows that the federal government can be an indispensable partner—not only by saving the jobs of teachers and other educational staff during dire economic times, but also by encouraging states to move ahead on essential educational reforms.

This is not to say that the federal role should remain much the same. Rather, CEP is proposing a more focused and coherent federal role in elementary and secondary education, built around the following five principles. These principles cut across many provisions of ESEA and undergird the more specific recommendations outlined later in this paper.

**Principle 1—Limited number of goals:** Focus more clearly on the vital goals of improving academic achievement and promoting equity.

Past experience suggests that while the federal government has been effective in many areas of education, it has been less successful in pursuing coherent, mutually reinforcing policies. This could be rectified by focusing federal programs and policies more clearly on a limited number of vital goals that do not compete with each other, are in the national interest, and address issues that states and local districts are unable or unwilling to take on by themselves.

These goals should include the following:

- Ensuring that all students will achieve at levels demanded by an internationally competitive economy
- Preparing students better for further education, employment, and civic life
- Narrowing achievement gaps and promoting educational opportunities for children who face challenges due to poverty, race and ethnicity, disability, or language proficiency

Americans have come to understand that our children must compete for jobs with young people from many other countries. Acquiring a good elementary and secondary education and going on to college or other postsecondary training are increasingly viewed as essential steps to prepare for that future. In the push to make the schools academically better, however, we have too often lost sight of another basic purpose of education—to help students become better citizens who are involved in the democratic process and are tolerant and respectful of others. We must improve our schools so that students learn at higher levels, but we must also revive a broader, more balanced view of education.

Improving education for children who are economically disadvantaged, have been discriminated against, or have disabilities or limited English proficiency must remain central to the federal role in education, but equity goals cannot be attained in isolation. We must retain a broad national effort to raise achievement for *all* students and, within this framework, devote attention to equitable treatment of students who face challenges.

**Principle 2—Ends more than means:** Streamline the federal role.

Although we strongly recommend maintaining a meaningful federal role in education, we do not mean keeping all the programs and requirements that exist now. Pressing problems in education require broad-based, coherent interventions, and achieving coherence involves tradeoffs. The federal government wastes time, money, and effort due to conflicts and redundancies in its education programs and policies. Legislators tend to create new categorical programs to respond to specific needs, but this only exacerbates the problem and diminishes the impact of these programs.

We recommend that the federal government take three main steps to streamline the federal role.

First, the Congress and the Administration should get rid of requirements or programs that are not working and add new ones only when evidence suggests they are likely to work. If stronger requirements are necessary to achieve some federal goals, then federal policymakers should eliminate programs or requirements that do not contribute to the goals laid out above or that have not been effective according to research. The Obama Administration has already signaled its interest in moving in this direction with its budget proposal for fiscal year 2011. Federal policymakers should also be careful about enacting new categorical programs to address specific problems. Any new programs or requirements should be backed up by evidence. If the evidence is insufficient or nonexistent, then we recommend a more cautious approach of trying out concepts on an experimental basis, as explained in principle 3.

Second, federal policymakers should prescribe ends more than means. Federal goals can be achieved only by working through a complex federal-state-local partnership. Historically, more than 90% of education funding has come from state and local sources. Many major education decisions, such as hiring teachers, are made locally. Federal policy should not trump state or local initiative except where the national interest clearly compels it. Toward this end, we propose that the federal government specify the ends to be attained more than the means to be used.

Third, federal policymakers should improve coherence and coordination among programs and policies. This process should begin with efforts to better coordinate federal education programs administered by ED. It should also include efforts to better coordinate programs and policies across other agencies; improve articulation across preschool, K-12, and postsecondary education; and better coordinate education programs and other programs that serve children.

**Principle 3—Experimentation with evaluation:** Where research is not clear about what works, promote experimentation, research, evaluation, and dissemination of results.

We still know painfully little about some key questions in education reform: *What makes an effective teacher? What's the most effective way to turn around a low-performing school? What should be done to improve high schools?* Yet it is vastly preferable to accept the gaps in our knowledge and invest in filling them than to expend scarce financial, human, and political capital on policies that may very well not work. When the federal government enacts short-sighted policies without a clear, strong basis in research, it risks misdirecting its tremendous influence and resources and creating problems down the road for millions of children.

When evidence is insufficient to indicate a particular approach, we recommend that the federal government give states the flexibility to experiment in ways that can deepen understanding of what works. In addition, the federal role should support research and require evaluations of the experimental methods being used to carry out national policies. These evaluations could be done through federal, state, and local partnerships, and in some cases through collaboration with outside experts and research organizations. This approach would allow states to function as laboratories, conducting evaluated experimentation that could yield greater knowledge about what works, new effective policies and practices, and a better framework for reform in the future. Experimentation should be defined broadly to include practice-based experience as well as formal research.

A requirement to disseminate the lessons learned from these experiments and studies should be built into this process. The federal government could serve as a clearinghouse for promising and best practices and could share research and evaluation results in forms that are useful to practitioners.

**Principle 4—Capacity building:** Build state and local capacity and consider state and local context.

The impact of federal programs and policies is diminished when states and school districts lack the capacity to fully implement them. The prime example can be found in state departments of education, which have been required by NCLB to carry out new roles and provide front-line support and technical assistance to thousands of districts and schools in improvement—a role for which many states are not adequately prepared.

The federal government should provide assistance to states to expand their capacity to carry out policies to improve education. By capacity, we mean not only adequate funding, but also staff expertise and openness to new ideas. In particular, the federal government should help strengthen the capacity of state education agencies to monitor and assist districts and schools in need of improvement. Research by CEP and others shows that using data to improve instruction is a key element of reform, so federal efforts to build state capacity should include support to enhance state data systems. These activities are occurring under ARRA, but they need to be continued and expanded.

A federal capacity-building effort should focus on school districts as well as states, since much of the funding and responsibility for school improvement is controlled at the local level. Many school districts, especially those with high concentrations of low-income students, lack the capacity to improve schools or provide the right kinds of support to principals and teachers. Disparities in local capacity can often be traced back to inequities in the distribution of state funding, an issue addressed in recommendation 6.

Studies by CEP and others have also found that local context often has a considerable influence on the success of school improvement efforts. Limiting reform to one-size-fits-all strategies has not worked in the past and could discourage good ideas that emerge from the state and local levels. Schools that have raised achievement enough to exit NCLB improvement have often done so with multiple strategies tailored to their individual needs. Recognizing this, federal requirements should be flexible enough to allow states, districts, and schools to consider local contexts in supporting or designing improvement strategies and interventions. Contextual factors that could affect school reform cover a wide range—a few examples include the demographics of students and families served by a school, limited supplies of teachers in some rural or urban schools, relations between school district leadership and teachers' unions, or the political relationship between school boards and mayors.

**Principle 5—Out-of-school influences:** Consider broader social factors that affect students' achievement and readiness for school.

Disadvantaged children as a group start school with an achievement gap. As they progress through the grades, their achievement continues to be shaped by social factors outside formal schooling, such as poverty, health and nutrition, parental education and involvement, access to high-quality child care and preschool, and availability of community resources for learning. Although ample research has corroborated the link between achievement and these other factors, federal policies hold elementary and secondary schools accountable for raising achievement and narrowing gaps with little attention to social factors.

As discussed in recommendation 10, federal efforts to promote educational equity and improve learning for all students must pay more attention to early childhood education, particularly for disadvantaged children, as well as to after-school, summer, and family educational programs. In addition, the federal role in education should be considered in the context of national efforts to address health care, economic and job security, and other social problems. If fashioned correctly and carried out well, a reformed health care system, for example, could improve student achievement by making children healthier and more ready to learn. Programs to reduce poverty and create good jobs could also help narrow achievement gaps because family income is one of the strongest predictors of students' test scores.

## Recommendations for Reauthorizing ESEA

The upcoming reauthorization of the Elementary and Secondary Education Act provides an opportunity for federal policymakers to apply the five principles outlined above. To develop recommendations for ESEA, we examined a large body of research on NCLB in light of these principles. For example, if the research suggests that a particular approach has not been effective, we have recommended that it be eliminated. Using this approach, CEP arrived at the following ten recommendations.

**Recommendation 1—Standards-based reform:** Keep the basic elements of standards-based reform but change or eliminate aspects that are not working.

The general framework of standards-based reform—including standards for what students should know and be able to do at each grade, assessments to measure students' progress in meeting these standards, and curriculum and instruction to help students learn the material in the standards—has provided a coherent structure for reforming education and has caused states to think seriously about the most important knowledge and skills students must acquire to be considered well-educated in the 21<sup>st</sup> century. Standards-based reform has also brought about other positive outcomes. It has been developed through a consensus among states and the federal government after many years—a rare achievement in education. Four U.S. presidents in a row have made it the basis of their education policy, as have high-performing systems in many other countries. Public reporting of test results, which has been an important part of standards-based accountability under NCLB, has brought greater attention to the achievement of underserved or low-performing groups of students and has helped spur greater efforts to help these students.

Most importantly, scores on the state tests used for NCLB have increased over the last seven years. State-by-state results from the National Assessment of Educational Progress (NAEP) confirm this general rising trend, although national NAEP results show a somewhat more mixed picture of progress. While it is very difficult to attribute changes in achievement to specific causes in light of the host of intermingled influences present in schools, standards-based reform has been the most dominant movement in education during this period and has almost certainly contributed strongly to the gains that have been observed.

At the same time, the version of standards-based reform embodied by NCLB has produced some negative effects. With greater consequences attached to test results, the testing aspect of standards-based reform has become the main driver of accountability, overshadowing the standards themselves. The adequate yearly progress requirements of the law have created incentives for states to make their tests or cut scores for test performance easier and have emphasized arbitrary and widely divergent benchmarks of “proficiency” rather than performance across the achievement spectrum. The intense focus on test results in reading and math has encouraged districts and schools to reduce instructional time for other subjects and created pressure for teachers to focus instruction on the content in state tests rather than the full range of knowledge and skills expected of a well-educated student.

Although standards-based reform has been imperfectly implemented, and although it may have drawbacks even when implemented optimally, we believe it would be foolish to abandon it now. Research has not revealed any better framework for educational reform. Throwing the brakes on standards-based reform would halt the traction that has been gained and could result in a massive waste of effort around a different set of theory-based policies that may or may not work in practice.

We acknowledge the problems with certain NCLB accountability requirements, however. For that reason, we propose keeping aspects of federal law and standards-based reform that are working—including content standards, assessments and curriculum aligned with standards, and disaggregation of data and attention to disadvantaged groups of students—but changing or eliminating aspects that are harmful or ineffective. We also recommend moving away

from the current accountability system based on an overly rigid conception of AYP to a system that will use tests in conjunction with other measures to identify low-performing schools and help schools and teachers continuously improve. The next several recommendations provide more specifics about how we think that can be accomplished.

**Recommendation 2—Standards:** Encourage and support the state movement already underway to adopt rigorous common standards in core subjects.

Under NCLB, states adopt their own content standards and tests aligned to these standards. The result is a collection of state standards and tests that vary enormously in rigor, test type, test difficulty and design, and cut scores for proficient performance. The differences are great enough that many schools deemed to be failing in one state would make AYP in another. Furthermore, NCLB in a sense punishes states for establishing more ambitious standards, harder tests, or higher cut scores. Studies from various sources have concluded that some states have lowered their cut scores for proficiency in recent years or have decreased the difficulty of their tests in ways that are not always apparent. Although the standards movement, as originally conceived, sought to raise expectations for student learning to internationally competitive levels and bring greater consistency and transparency to the educational system, these objectives have not been met well by the current array of state standards and tests. Currently, it is not possible or advisable for users of state test data to make meaningful comparisons of performance across states or for parents to really know whether their children are being well prepared for the global economy.

The effort led by the National Governors' Association and the Council of Chief State School Officers to develop common standards for what students should learn and be able to do in core subjects is a promising one. If the common core standards are rigorous, and if they are accompanied by aligned assessments and cut scores that allow test results to be reported consistently across states, this approach could help to address the problems of low expectations, wide variation in state standards, and lack of transparency. For this reason, we recommend that the federal government encourage and support the common core standards movement and that states adopt these standards, along with common aligned assessments as described below. As explained in recommendation 4, we further propose a two-track approach in which states that adopt the common standards and assessments would have greater flexibility to experiment with different approaches to measuring progress and identifying low-performing schools than states that do not adopt them.

It is important that common standards be developed and driven by the states rather than the federal government. It is particularly critical that the federal government keep its distance regarding the actual content of the standards. Although some leaders have advocated moving away from the federal requirements that prohibit control of curriculum, we think this would be a step in the wrong direction. It could mire the federal government in controversial debates about topics to be addressed in the standards, diverting attention from the most important federal goals and escalating backlash against federal involvement in education. A more appropriate and helpful federal role in the area of standards could include contributing funding, expertise, and research to the standards-setting process and requiring independent reviews of the rigor and quality of the standards. The federal government could also fund state efforts to provide professional development on the common standards and develop curriculum aligned to the standards.

It is also important that common standards be more rigorous, coherent, focused, and well articulated across grade levels than those adopted by many states and that they address more complex skills and understandings. We further envision that states, working in collaboration or individually, would develop standards for social studies and science, as well as for reading and math.

**Recommendation 3—Assessments:** Encourage collaborative efforts among states to develop high-quality tests aligned to the common core standards and state efforts to assess achievement in areas beyond reading and math.

Standardized tests remain the most objective and practical way to track student achievement across the states and the nation. For that reason, we recommend continuing annual testing in reading and math in the grades currently being tested. Much effort has gone into putting in place testing systems in grades 3-8 and high school. Although testing in fewer grades or less frequently than annually has some appeal, it would remove much of the incentive to improve and could allow students in low-performing schools to go too long without adequate assistance. Annual testing also makes it more feasible to calculate individual student progress using growth models of accountability. Under the system for measuring improvement that we outline in recommendation 4, states could test subjects other than reading and math less often than annually.

At the same time, current state testing systems have flaws and need to be improved. Many state tests are not high in quality, are not well aligned to standards, or do not measure the range of knowledge and skills in state standards. The skills typically neglected are the higher-order ones that cannot be tested well with multiple-choice items, which are relatively inexpensive to develop and score. Often, the limited sample of knowledge and skills embodied in the questions on a state test has become a de facto curriculum, leading teachers to engage in negative forms of teaching to the test. Moreover, some state tests do not do a good job of distinguishing between students who are well-taught and poorly taught, or do not yield information that is timely or descriptive enough to be used by teachers to modify their instruction.

A good set of common standards will not lead to a better accountability system if students' achievement of these standards is tested by unchallenging, inexpensively designed tests that assess only limited types of knowledge and skills. To address the weaknesses of current testing systems and to measure students' progress in learning the material in common standards, we recommend that the federal government provide funding and expert support to consortia of states to develop high-quality, national (but not federal) or regional assessment systems that are aligned to the common core standards and could be equated to each other. These assessment systems should meet high technical standards laid out by testing experts and strive to satisfy the following criteria to the maximum extent possible:

- Be designed for the function for which they are intended
- Yield valid interpretations about student achievement
- Produce results that are reliable and fair
- Include all students and be attentive to equity concerns
- Better measure student growth from grade to grade
- Include strategies to maximize the participation of students with disabilities and English language learners in appropriate ways
- Address the depth and breadth of standards, including higher-order knowledge and skills
- Serve as catalysts for improved teaching and learning, provide information that teachers can use to inform instruction, and be compatible with classroom assessments
- Produce clear information to the public about the purpose of the test and meaning of different performance levels

Designing high-quality tests is just part of the task of improving assessment systems. First, the common standards and tests will not lead to greater rigor, consistency, or transparency unless they are accompanied by common scoring scales and cut scores for reporting student achievement. Even if states develop various methods for determining improvement, as suggested below, we recommend that states adopting the common standards also use a common system for publicly reporting test results, at least for a core set of test items. This approach will allow parents and others to see how children are performing relative to those in other states and will eliminate opportunities for states to “game” the system by tinkering with cut scores. Second, states should develop curriculum aligned to the common standards and assessments and should offer professional development to help teachers and principals understand and use the assessments. Third, state assessment systems should build in a component for evaluating the quality and impact of the tests used.

We recommend that state assessments, like state standards, be adopted for social studies and science, as well as reading and math. In addition, we encourage states to develop or adopt measures of learning in the arts and music. States should also designate procedures that encourage school districts to adopt indicators of students’ civic involvement and knowledge, important attributes that are more appropriately assessed at the local level given the lack of consensus about how to measure them.

Under the system we recommend, tests would remain an important tool for measuring progress and holding schools and districts accountable for continuous improvement, but they would not be the only one. State systems of gauging improvement should also use measures in addition to test scores, including rates of grade retention, high school completion, and enrollment in college or postsecondary training. NAEP could continue to provide a national report card of progress and an additional check on the results of the state-designed tests.

**Recommendation 4—Systems for continuous improvement:** Allow states that adopt the common core standards and assessments to move away from federal AYP requirements and experiment with different systems for determining improvement and identifying low-performing schools.

Some of the most problematic aspects of NCLB relate to its AYP-based approach to accountability. The goal of 100% of students reaching the proficient level of achievement by 2014 is an unattainable one, and we recommend that it be eliminated. Reaching this goal would require rates of gain that are not found in even the highest-achieving schools. Moreover, the percentage proficient, the chief measure of progress under NCLB, does not reveal as much about achievement as it may seem to. As already noted, states vary greatly in how they define proficiency and which tests they use to measure it. In addition, percentages proficient do not provide information about the progress of students who score well below or above the proficiency cut score. And for statistical reasons, gaps in achievement between different groups of students may arbitrarily appear smaller or larger depending on where states set this cut score.

The AYP ratings that emerge from this system are also a flawed gauge of which schools have the greatest academic needs. Under this “all-or-nothing” system, schools that fall short of just one or two AYP targets are treated the same as those that fall short on many targets. In some states, large numbers of schools have been identified for improvement, and in all states these numbers are likely to increase as AYP targets rise closer to 100%. Indeed, on the way to the ultimate goal of 100% proficiency in 2014, many states have established “backloaded” trajectories that call on schools and districts to make impossibly steep achievement gains in the final few years before 2014.

The AYP-based approach is a “status” model of measuring achievement gains that compares this year’s group of 5<sup>th</sup> graders, for example, with last year’s 5<sup>th</sup> graders, rather than a “growth” model that looks at achievement gains for individual students. With limited exceptions, schools and districts are not credited for gains made by students below or above the proficient level, and percentages proficient may fluctuate for reasons that have more to do with differences among cohorts of students rather than with changes in learning.

Although the current accountability system is not working well, research is insufficient to know whether alternative systems would be more successful. We therefore recommend a two-track approach. States that adopt the common core standards and aligned assessments could be given the flexibility to pilot, with the approval of ED, a variety of alternative systems that set targets for determining continuous improvement on the assessments and indicators described in recommendation 3, as well as methods for identifying which schools and districts are low-performing and need support and interventions. As long as these states publicly reported their reading and math test results at the school level, using common scoring scales and cut scores, it would be clear how each school's students are progressing in comparison with other students, and this in itself would be a form of accountability. These states would then be free to try various alternatives to the other functions of AYP-based accountability.

We also recommend that the federal government partner with states and independent evaluators to undertake the complex but critical task of evaluating the results and impacts of these accountability pilots. Findings from these evaluations should be disseminated and used to make future federal and state policy decisions.

In the states that do not embrace common standards and assessments, it would continue to be difficult for the public to know how their children really measure up because it would not be clear how demanding the state's tests and cut scores really are. Consequently, we recommend that these states be required to use the current federal accountability system with the options for flexibility currently allowed by ED. These states would still have to have their systems approved by ED, and they could still benefit from some of the other changes proposed in this paper. This type of two-track system would create an incentive for states to embrace common standards and assessments.

States in the first group, the pilot group, could experiment with systems that might include elements such as the following:

- Growth or value-added models
- Models that use both quantitative and qualitative measures of improvement, including inspections by experts and in-depth, research-based criteria to measure the quality of instruction and other aspects of school effectiveness
- Targets for improvement based on the current rate of gains in the highest-performing schools in the state, international benchmarks, or NAEP achievement levels
- Targets for improvement based on average (mean) test scores or on achievement levels that signal whether students are performing below, at, or above grade-level expectations
- Systems that measure achievement in subjects in addition to reading and math or with performance measures in addition to test scores

Improvement on some of the state targets, such as test scores in reading and math and high school completion, should be measured annually, while improvements in other areas could be measured less often or through sampling instead of universally.

To safeguard against states' adopting alternative systems for identifying and intervening in schools that are too lenient, we recommend that ED review and approve state plans using a specific set of criteria associated with viable accountability systems. Examples of criteria include the following:

- Performance targets that are ambitious but achievable, whether based on growth or status measures
- Annual reporting of student achievement data
- Disaggregation of achievement data and accountability for the progress of significant subgroups

- Efforts to ensure that students have an opportunity to learn the material being tested
- Attention to improving achievement among students at the bottom and top levels of performance, as well as the middle
- Transparency about what is being measured and what constitutes an acceptable level of performance

As part of this process, state plans could be reviewed by panels of experts, and states could be required to submit information, such as projected numbers of and types of schools identified, that would help ED or an expert panel determine the likely impact of the proposed system.

**Recommendation 5—Support to low-performing schools:** Let states, districts, and schools experiment with promising approaches to providing support and determining interventions for low-performing schools.

The current system of sanctions and supports for schools identified for improvement has fallen short in many ways. In some states, so many schools have been identified for improvement that states cannot provide meaningful levels of improvement funding or technical assistance to all of them. Moreover, the sanctions required of schools in the first two years of improvement—offering public school choice and providing supplemental tutoring services—have not been catalysts for reform. Very few students have taken advantage of these options; in the meantime, other students have had to wait during these two years before their school gets down to the hard work of reform. For persistently low-performing schools in the last stage of improvement, NCLB’s restructuring options are too limited. Our research shows that none of these options is associated with a greater likelihood of a school making AYP, and many schools languish for years in improvement.

Although the Obama Administration’s requirements for using new federal school improvement money represent a bold change and are more uniform and focused than the options in NCLB, they, too, have weaknesses. The model of converting low-performing schools into charter schools offers no guarantee of effectiveness; research on charter schools has shown mixed results. Research is also mixed or scant on the various components of the so-called transformation model, which combines principal replacement with comprehensive instructional reforms, increased learning time, and other reforms. The school closure model can be used with only a limited number of schools without overcrowding other higher-performing schools in some districts. And principal and staff replacement is effective only when certain other conditions exist.

Based on our extensive studies of restructuring schools in six states and other research, we recommend that the following provisions be adopted to support low-performing schools.

First, we recommend that the federal government expand ED’s pilot program for differentiated accountability to allow any state with a well-designed plan to experiment with this option. By taking advantage of this pilot program or the flexibility already available in federal guidelines, several states are targeting certain types of schools for improvement assistance and are providing different types or levels of assistance to these schools. For example, some states are targeting more intensive supports to a subset of schools or districts with the greatest academic needs, rather than attempting to provide a mediocre level of service to all schools identified for improvement. Several states have also increased on-site visits or monitoring in low-performing schools.

Second, we recommend that the federal government raise or waive the 5% cap on the amount of funds states can set aside to support schools identified for improvement. Increasing this cap would help build states’ capacity to support school improvement efforts.

Third, we propose allowing states to continue support to formerly low-performing schools for several years after the school has raised achievement. Our research has uncovered instances of schools that have exited NCLB improvement but have slipped back into this status after a few years because they lost the funding needed to sustain reform strategies.

Fourth, federal legislation should move away from NCLB's overly prescriptive sanctions and restructuring options. School choice and supplemental services should no longer be required; the 20% set-aside for these activities could be better spent on other interventions. Tutoring services for struggling students, including those offered by outside providers, could still be an important intervention, if a district or school chooses to offer them. Instead of the current sanctions, federal policy should allow states, with federal approval, to design alternative plans for providing support and interventions to low-performing districts and schools. State supports could include technical assistance, school improvement grants, and monitoring or visits by states or outside contractors with expertise.

State plans should also encourage schools and districts to undertake multiple, coordinated reform strategies that are based on research and tailored to their specific context and needs, as identified by needs assessments and analyses of achievement data. Examples of successful strategies from schools that have exited restructuring include evaluating and revising reform efforts in response to school and student needs; analyzing data frequently and using it to regroup students for instruction; and replacing staff, but only when certain conditions are present. In keeping with the concept of differentiated accountability, the types of supports and interventions could vary depending on the severity of the school's needs.

Fifth, the federal government should partner with states, districts, and other entities to evaluate the outcomes of various school improvement strategies, including research on which strategies are most effective in which context. The results of these evaluations should be shared widely.

**Recommendation 6—Resource equity:** Ensure that all students have an opportunity to learn by encouraging an equitable distribution of state and local resources for education.

In recent years, federal accountability requirements have focused on the outcomes schools are expected to produce. Improved achievement and other outcomes should continue to be a primary emphasis of the federal role in education, but the federal government could also take stronger steps on the input side to ensure that schools and students, particularly minority, low-income, and special needs students, receive the resources necessary to produce the desired outcomes.

During the 1990s, when standards-based reform was first debated as a national strategy in Washington, standards to ensure that students had an opportunity to learn more challenging subject matter were part of the concept. But in the face of political opposition, opportunity-to-learn standards were deleted from the first federal legislation in 1994, a decision that sapped support for standards-based reform at the outset. It simply does not make sense to expect all students to do better in school when some school districts have substantially more funding than others, especially when lower-spending districts often have high concentrations of low-income students and other students who need more services to succeed. Districts with high needs and insufficient resources will be hard pressed to hire and train effective teachers, turn around low-performing schools, implement and maintain sophisticated data systems, and carry out other reform priorities without adequate and sustained funding.

Although promoting equity in education has been a cornerstone of the federal role in education since 1965, large inequities in state and local funding continue to hobble efforts to narrow achievement gaps in districts and schools with high numbers of poor and minority students. Wealthier communities have a built-in advantage in a system that continues to rely on local property taxes as the main source of revenues for schools. In a majority of states,

high-poverty and high-minority districts receive notably less state and local money per child than low-poverty and low-minority districts. Even within the same district, disparities exist, with less money spent in schools serving the most disadvantaged students.

The ARRA took an initial step to address funding inequities through its requirements for “stabilization” grants, which provide roughly \$40 billion in general aid that can be used to save the jobs of K-12 teachers and other education staff. In particular, states are required to use a more equitable formula to distribute the stabilization funds than their regular formulas for distributing general state aid. This provision has not been strongly enforced, however. In addition, the criteria for awarding grants under ARRA’s Race to the Top program give points to states that maintain or increase the percentage of total state revenues devoted to education and that adopt policies leading to equitable funding between and within school districts. However, much less emphasis has been given to this purpose than to many other criteria.

The stabilization program is scheduled to expire in 2011. We recommend retaining this general aid to education because states expect to face severe budget constraints for several more years, and school districts will still need assistance to keep teachers in the classroom. But we propose limiting this aid to states that will provide all students with meaningful educational opportunities by adopting stronger requirements for funding adequacy and equity. We specifically propose requiring states that seek this general aid, at a minimum, to 1) maintain or increase the percentage of total revenues dedicated to K-12 education at or above the 2008 level; 2) adopt policies that will lead to equitable funding *between* school districts, as demonstrated by progress in reducing funding disparities among districts based on local property wealth or income wealth; and 3) adopt policies that lead to equitable funding *within* school districts, as demonstrated by progress in reducing differences among schools in per-pupil spending.

In addition, the federal government should strengthen the Title I “comparability” provisions, which require school districts to equitably distribute state and local aid across schools and to use federal Title I funds to provide *additional* services to disadvantaged students, on top of services already funded with state and local money. According to recent studies, this requirement is not working as intended due to loopholes in the law. To amass accurate information to close these loopholes, ARRA requires districts to report detailed information to the states about per-pupil expenditures in each of their schools, including salaries, bonus pay, incentive pay, and stipends for teachers and other staff. A strong comparability requirement should also be included in the opportunity-to-learn grants recommended above; in particular, districts should be required to demonstrate that funds are equitably distributed among their schools before they receive these grants.

Money isn’t everything, of course. How districts and schools use money is also critical; the other reforms we recommend should help to ensure that funds are used well and will bring about greater gains in student achievement. But money does make a difference. If we want all students to do better, then we should level the playing field so that all students have an equitable chance at a good education.

**Recommendation 7—High school reform:** Place higher priority on improving low-performing high schools by expanding funding for high school reform in current programs and tailoring requirements to address the unique needs of high schools.

A revamped federal role should include a specific effort to turn around low-performing high schools and prevent at-risk youth from dropping out. Many high schools are greatly in need of improvement. Achievement gains are less prevalent at the high school level than at the lower grades, and graduation rates are distressingly low in some high schools. But high schools have been somewhat overlooked by federal reform efforts. Title I funds and improvement efforts have been mostly targeted on elementary schools.

Past efforts to reform high schools have not been particularly successful, and there is little evidence or precedent to draw on to fashion a more effective approach. Several of the elements we are recommending—including the adoption of rigorous common standards for and measures of college- and career-readiness, more tailored supports for struggling schools, greater efforts to improve teacher effectiveness, and investments in capacity building—are likely to improve high schools. But strategies that address the unique needs of high schools must also be part of the solution.

As in other areas where clear solutions from research are lacking, we suggest that different approaches be tried and evaluated. This effort, which could be funded by reserving or strongly encouraging the use of federal Title I funds for high school reform, should emphasize experimentation and evaluation of promising practices to improve achievement and prevent dropouts, coordination of various programs serving high schools, and investments in state and local capacity to help these schools. These experiments should focus on high schools with the very highest dropout rates, the so called “dropout factories.” Although the federal government should not prescribe the specific means to be used, these high school reform efforts should seek to improve the effectiveness of teaching and leadership at this level, connections to middle school, and student motivation.

In addition, federal policymakers may need to tailor certain Title I requirements to better address the needs of high schools. For example, the Administration’s requirements for the school improvement funding provided through ARRA permit very low-performing high schools to receive these funds even if they do not get Title I funds currently, and it would make sense to include a similar provision in Title I law. Federal policymakers should be wary, however, about creating a separate categorical program for high schools because past efforts have been poorly funded and have had limited impact. In a similar vein, states may need to develop a different set of measures to determine progress at this level and identify low-performing high schools. And school districts may need to revamp models for providing Title I services to better suit high school schedules and coursetaking patterns.

One effective action the federal government has taken to promote high school reform is to endorse, through regulations, the National Governors’ Association effort to improve the quality and consistency of high school completion data. The Obama Administration has expanded that effort by strongly encouraging the development of data systems that can track students from pre-kindergarten through postsecondary education. These state and federal efforts should be continued.

**Recommendation 8—Students with disabilities and English language learners:** Encourage appropriate accountability and better instruction for students with disabilities and English language learners.

For the group of students who are still learning English, the NCLB goal of 100% proficiency is an impossible one in reading and a difficult one in math because new students with little or no English language proficiency are constantly moving into the group while students who have mastered English eventually move out. For students with disabilities, the uniform testing and accountability goals of NCLB conflict to some extent with the individualized instructional goals of the Individuals with Disabilities Education Act. Although both groups of students have benefited from being included in standards-based reform, issues remain about the quality and fairness of assessments for these two groups and the quality of instruction.

We recommend that the federal government extend the spirit of flexibility and experimentation begun in 2004 when ED proposed changes to the accountability requirements for students with disabilities and ELLs. In particular, we recommend that the federal government assist states in developing reliable and fair assessments for these students that can be used to make valid inferences about their learning. In the case of ELLs, the assessments should measure both content knowledge and language proficiency. For both groups, assessments should offer a variety of ways for students to demonstrate what they have learned, including appropriate accommodations and, in some cases, modified assessments.

The federal government should also fund research and development on better ways to assess students with disabilities and ELLs, and should encourage state collaboration and sharing of ideas about best practices. In addition, the federal government should carefully monitor the percentages of districts and schools that are being targeted for improvement solely because of the performance of students with disabilities or ELLs, and the impact of states' minimum subgroup sizes on efforts to measure improvement for these groups.

In all of these endeavors, the goal should be to instruct students with disabilities and ELLs in content geared to their grade level. This will require greater attention in the reauthorized ESEA to improving instruction aligned to standards for students with disabilities and ELLs. Toward this end, we propose that the federal government expand and improve professional development for teachers on effective strategies for teaching students with disabilities and ELLs. Research should also be conducted on innovative, evidence-based models for successfully teaching these two groups, including teaching language proficiency to ELLs.

**Recommendation 9—Teacher quality:** Support research and state experimentation on what makes a teacher effective and how to measure this, and require states to work with school districts to address disparities in the distribution of experienced teachers.

Although research indicates that the quality of instruction is among the most critical determinants of students' learning, there is no consensus from research about what constitutes an effective teacher or how to measure teacher effectiveness. The NCLB criteria for determining which teachers are highly qualified based on their education and credentials address only part of the picture. In general, the highly qualified requirements have not improved the quality of instruction to the extent hoped for.

In the absence of evidence about this core issue, the federal government should move away from the NCLB criteria for determining teacher quality and instead encourage states to experiment with rigorous systems of evaluating teacher effectiveness. These experiments should include approaches that look at teachers' effectiveness in delivering actual instruction as well as their education, credentials, and experience. In addition, the federal government should support research on the characteristics of effective teachers. Because decisions about hiring teachers are made at the local level, however, state experiments must be framed as incentives and inducements.

As part of the Race to the Top program under ARRA, the Administration has required states to include students' test scores in evaluations of teacher effectiveness. Although limited research has shown a degree of correlation between student test scores and teacher effectiveness, the evidence is inconclusive. Until more evidence is available, this approach should be explored only as one of several options for pilot programs rather than as a requirement for all states.

A reauthorized ESEA should include other types of investments in teacher quality, such as a significant professional development effort, stronger teacher recruitment and mentoring programs, capacity building for teacher preparation and development, and data systems to track and link teachers and students.

Redressing inequities in the distribution of experienced teachers must also receive high federal priority. Despite the NCLB requirement for equitable teacher distribution, teachers in high-poverty schools often have less experience than those in low-poverty schools. Although having more experience does not ensure that someone is an effective teacher, it does help prepare one to meet classroom demands. Ensuring that students from all economic backgrounds have access to experienced teachers is a simple matter of fairness. We recommend that the Congress amend the teacher improvement program in Title II of ESEA to require states to develop plans, including timelines for actions, for working with school districts to address these disparities through incentives and other means.

**Recommendation 10—Complementary learning:** Establish a coherent partnership among K-12 education, early childhood education, and out-of-school learning.

The current drive to improve elementary and secondary education cannot be fulfilled solely within the present structure of public schools. As a prime example, children enter kindergarten with different levels of readiness to learn, and those from low-income families are often the least prepared.

Research has identified positive social, economic, and behavioral impacts for low-income children who participate in high-quality early childhood education programs. States vary widely, however, in the quality and availability of early childhood programs that families can afford. Little attention has been paid to long-term planning and coordination. The federal government is part of the problem, with its array of multiple early childhood education programs spread across numerous federal agencies and Congressional committees.

Early childhood education programs must be expanded, but the need is just as great for an infrastructure at the federal and state levels to undergird these direct service programs and improve the quality, cohesion, and equity of early childhood education. The federal government should work with states to create this comprehensive, research-based system of high-quality early childhood education. These policies should seek to better coordinate the various federal programs serving preschool children, develop quality standards for early childhood programs, align early childhood standards for learning and accountability to those for the elementary grades, and promote innovative ways to remove inequities in the provision of services.

Current federal reforms at the elementary and secondary level must also acknowledge the importance of out-of-school supports to learning. After-school programs, summer school programs, and family involvement in a student's learning can reinforce and expand what a teacher is trying to achieve during the regular school day. Yet too often, schools have no systematic approach to maximize the effectiveness of these supports. Although the federal government has directed attention to these types of complementary learning, its efforts have been sporadic and uncoordinated.

We recommend that the federal government acknowledge the importance of complementary learning activities and adopt a comprehensive and coordinated approach to after-school, summer, and parental involvement programs. These actions would be especially important for disadvantaged children, who often lack the motivation and learning that more advantaged children receive from their families and other institutions.

Federal leadership can improve coordination of the funds for out-of-school learning provided currently through various federal programs. For example, the Secretary could use his waiver authority to allow funds from various programs for this purpose to be combined. The federal government can also encourage states and school districts to expand easy access to complementary learning activities, especially for disadvantaged children, and focus these activities on academic, social, and behavioral skills. Since complementary learning takes many forms, there should be no federal template; rather, the federal government should encourage innovative approaches to providing these supports.

## Conclusion

The reauthorization of ESEA represents a rare opportunity to invigorate education reform by boldly reshaping the federal role. This revamped federal role should be built on evidence from research about what works, as well as a set of guiding principles that are focused on improving student achievement, promoting equity, and streamlining federal requirements around the most important priorities and most effective strategies.

While standards-based reform can continue to provide the essential framework, the Center on Education Policy proposes eliminating federal requirements that have not been effective and moving away from a punitive system based on overly rigid concepts of AYP to a system that holds districts and schools accountable for continuous improvements in student achievement. Where evidence is lacking about effective policies, we propose approaches that encourage experimentation and research, accompanied by evaluations of the impact of these experiments. Building state and local capacity to help struggling schools must also be part of the solution. In addition, we recommend attention to new areas, including encouraging a more equitable distribution of state and local funding for education and coordinating elementary and secondary education with early childhood education and out-of-school learning.

The federal government has played a vital role in raising achievement for students who come from low-income families, are low-achieving, or have disabilities or limited English proficiency. Continued federal leadership can step up the pace of education reform and help prepare all students to become highly functioning, productive, and engaged citizens.

## Credits and Acknowledgments

Jack Jennings, CEP's president and CEO, initiated, led, and contributed the main ideas to this project on rethinking the federal role. This report was written by Nancy Kober, a CEP consultant; Jack Jennings; and Jody Peltason, a CEP intern. Diane Stark Rentner, CEP's director of national programs, oversaw the project and advised on the research and content of the paper. Advice and research was also provided by Jennifer McMurrer, a CEP research associate, and by Naomi Chudowsky and Caitlin Scott, both CEP consultants. Assistance with research was provided by CEP interns Jody Peltason, Michelle Ayazi, Emily Davaney-Graham, and Jennifer Bacon, as well as CEP's senior research associate Deepa Srikanthiah.

Based in Washington, D.C., and founded in January 1995 by Jack Jennings, the Center on Education Policy is a national independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools.

We want to express our gratitude to the Ford Foundation, the Charles Stewart Mott Foundation, the William and Flora Hewlett Foundation, and the Spencer Foundation for their support of this project. We would also like to thank the authors of the 11 papers commissioned for this project and many people who reviewed drafts of the commissioned papers and earlier versions of this paper.

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## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

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

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

**OVERVIEW:** This informational presentation will include information concerning the following: 1. A regional conference conducted by the National Association of State Boards of Education (NASBE). The team that represented Montana at this conference included Patty Myers, Chair, Montana Board of Public Education; Steve Meloy, Executive Secretary, Montana Board of Public Education; and Nancy Coopersmith, Assistant Superintendent, Montana Office of Public Instruction; and 2. The Montana Response to the February 9, 2010, draft of K-12 English Language Arts and Mathematics Standards.

**REQUESTED DECISION(S):** None at this time

**OUTLYING ISSUE(S):** If the Montana Board of Public Education were to adopt the national common core standards in the future, there are many issues to be addressed and questions to be answered: 1. Which standards in Montana's current standards are not addressed in the common standards? 2. Would adoption by the Montana Board of Public Education of the common core standards better serve Montana students than the current Montana content standards and performance descriptors? 3. If it is decided to adopt the common core standards, what would be the adoption process and timeline? 4. What funding would be needed to adopt and assess the common core standards? 5. What process would be needed to adopt and assess the additional standards not included in the common core? 6. What resources would be needed to provide professional development needed for Montana educators to implement the common core standards?

**RECOMMENDATION(S):** None at this time

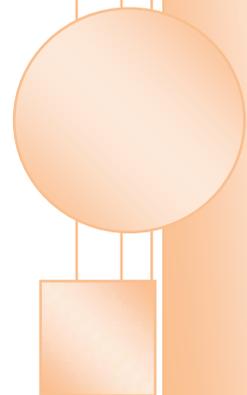


# REPORT OF THE NASBE WESTERN REGIONAL CONFERENCE

*Common Core Standards*

Brenda Welburn

2/2/2010



# REPORT OF THE NASBE SOUTHERN REGIONAL CONFERENCE

## *Common Core Standards*

Eleven states and one territory from the NASBE Western Region participated in a conference focused on the initiative led by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) to promote state adoptions of common core standards in mathematics and English language arts (ELA). In the majority of states, the state board of education is the entity responsible for the adoption of standards, thus the conference played a critical role in providing board members with an opportunity to clarify the process for developing and adopting common core standards and for raising and discussing issues that boards might encounter once the standards are finalized and the adoption process has been completed.

Speakers for the conference covered a wide range of topics including the process used to develop the standards and the vetting process by content experts. Additional speakers addressed why this topic is pertinent and so galvanizing among and across sectors; the timeline for adoption within states; and the importance of aligning communication, adoption and implementation actions. One of the most useful aspects of the conference was the work session among participants exploring and discussing challenges, resources that will be required for a transparent and straightforward adoption and implementation process, remaining questions and additional support that NASBE could provide as states move forward. A synopsis of those issues follow:

## *Anticipated Challenges*

- Push back from various interest groups
- Teacher development
- Setting cut scores
- Impact on states' current adoption processes and standards
- Impact on current assessments
- Standards fatigue
- How best to communicate and roll out
- Establishing a meaningful vetting process to address the concerns with partners to include the fiscal impact of adopting new standards outside of the normal cycle
- General process alignment with current standards adoption practices and other policies

### *Required Resources for the Adoption of Common Core Standards*

- Money
- Staff time and availability for review a review of the standards
- Time for public engagement
- Funds for professional development and release time for teachers
- Funds for policy alignment and assessments development
- Funds for curriculum resources
- Overall Expertise
- Sufficient teachers

### *How NASBE Can Support States in the Adoption and Implementation of Common Core*

- Share information across states
- Provide guidance on how to move forward
- Conduct a common core standards session at the NASBE Annual Conference
- Promote the role and importance of state boards of education in the adoption process
- Assist with communication strategies including multi-media access for all constituencies
- Provide speaking points on key common core issues
- Advocate for the concerns of the stakeholders
- Host more regional meetings

### *What Further Information on the Common Core Standards Process is Needed*

- Career and college ready – what do we really want for all high school seniors; including non-college bound an how will they be affected by the common core
- How will common core standards be used with special needs students
- How will states approach the alignment of instructional materials and how it will evolve
- How will states calculate the cost of new common core standards
- What will the impact of common core standards be on Career and Technical Education
- How will the differences in state timelines affect the process
- How will the process address the lack of common definitions across states for the elements of standards; for example, not all states use the term English Language Arts
- What is the criteria for measuring the additional 15% above the common core

- What happens if a state doesn't adopt the common core if they have been selected to receive RTT funds
- How will the federal role expand in this arena
- How will international benchmarking be used
- What are the procedures for modifying the standards in the future
- What instructional materials will be developed for the common core standards

#### *Additional Questions on the Common Core*

- How will the common core standards affect other disciplines
- How to provide support and resources to make the common core meaningful
- How will schools be better because of common core standards
- What does higher, clearer, fewer really mean and how will this be interpreted by parents
- What impact, if any, will the November elections have on the common core movement
- Is 15% above the common core sufficient for math and science
- How it will common core standards affect other federal programs
- How will the standards affect states' policy review cycles

#### *Anticipated Adoption Timeframe*

- Utah – immediately –if resources are available
- Colorado – August if alignment with the current standards is possible
- Washington – 6 months (provisional), a standards cross walk is required by the legislature for the 2011 sessions
- Wyoming TBD
- Montana – 6 months to a year and a half
- Guam – in the process of adopting standards; must determine if the common core can be integrated into what is happening
- Alaska – not likely in immediate future, but will examine the alignment issues
- Idaho - TBD
- California -2010-11; it will be an overall 4 year process
- Hawaii – this year, once the standards are released
- Oregon – end of 2010

A copy of the conference agenda is attached.



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

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February 19, 2010

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

Dear Mr. Wilhoit:

Montana's educators and I appreciate the opportunity to provide feedback on the draft of the K-12 mathematics and English language arts standards. We also appreciated the opportunity to participate in the conference calls that allowed the states to offer feedback. This provided clarity to the revision process, insight to other states' comments, and clarification on the writing team's intent.

Montana is striving to make this process as transparent as possible to its educational community, as well as the public. A panel of dedicated, well respected elementary, middle, and secondary educators, along with university professors, continue to give of their time and expertise to thoroughly review the K-12 Common Core draft standards. Once the state receives the final standards document, we will conduct an alignment study of the Common Core Standards and the Montana Content Standards.

The review panel and I are pleased with the revisions that have been made to prior drafts. Our recommendations are more focused because the format and organization of the document is improving. As the draft standards are revised, the review team looks forward to further improvements that incorporate state input. I am suggesting an extended public comment period as it would be beneficial to the integrity and acceptance of the documents.

On behalf of all the students of Montana, I would like to thank you for reviewing and incorporating the suggestions from the Montana mathematics and English language arts review teams. 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

## **Montana Communication Arts response to February 8, 2010 draft “College- and Career-Ready Standards for Reading, Writing, Speaking, Listening, and Language with K-12”**

Although Montana is the only state that constitutionally mandates educational systems to include American Indians in our educational goals, Montana would hope that all states embrace and include the culture of their unique populations in the implementation of standards. After all, education is a human endeavor with scientific, social and cultural relevance. Relevant cultural context should be addressed in a section placed between the introduction and the section on Serving Students with Special Needs. Suggested language for this section follows.

Learning in a culturally responsive manner and working cooperatively with a state’s local population should be included in our educational goals. The benefits of relevant cultural context in instructional practices include an increase in accuracy and authenticity of resources, opportunities to engage students, and the inclusion of cultural perspectives. It helps us to eradicate bias and stereotypes and increases awareness and acceptance for people of all cultural backgrounds. By including cultural perspectives in our instruction, we open the door for the inclusion of all students’ identities.

As rationales are developed for relevant cultural context in implementing the standards, include ethical and instructional components.

Four questions to consider when implementing the standards in a culturally responsive manner:

1. How will culturally relevant content be used to support instructional objectives?
2. What is the rationale for incorporating culturally relevant content in instruction?
3. What culturally responsive practices will be used to ensure quality instruction for all students?
4. How will these practices be integrated throughout implementation of the standards?

### **Appreciate**

- The change in format from previous drafts;
- the literacy applications to science and social studies;
- the definition of text complexity, the three factors considered when measuring text complexity, and the promise of a Web site for accessing complexity information and additional resources.

### **Concerns**

- Language is not always clear. For example, page 13, 4<sup>th</sup> grade, #2 “Outline main ideas in a text and the details that support them.” The term outline is unclear; does it mean a formal outline or a summary? Page 13, 4<sup>th</sup> grade, #10 “Demonstrate the capacity to read informational text independently within the grades 4-5 text complexity band ...” It is unclear how the students would demonstrate this skill.
- Reading foundations conclude at third grade. As text complexity increases, students need to be given additional instruction on decoding multisyllabic words and strategies for comprehension. The elements/strategies students need to employ when they encounter more difficult text are missing from the standards: adjust fluency, predict, ask questions, monitor comprehension, and activate prior knowledge.

- Grain size of skills is not always consistent. For example, page 51, Grade 7, #1 a. “Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.” Grade 7, #2 a. “Use a comma before a coordinating conjunction in a compound sentence.”

### **Recommendations**

- It is imperative that the math and English/language arts documents have consistent format and use of language, “How to Read this Document “section in mathematics and English/language arts should be parallel.
- Increase the time line for public comment to at least 4 weeks.
- The standards must have more emphasis on creativity in the writing process.
- Add more writing modalities. The current writing standards are limiting.
- Reference NAEP 2011 writing framework:  
[nagb.org/publications/frameworks/2011naep-writing-framework.doc](http://nagb.org/publications/frameworks/2011naep-writing-framework.doc).
- Revisit the learning progression regarding spelling; as the concept progresses the learning required is missing. Beginning at sixth grade, the standard is “spell correctly.” This standard is not indicative of what concepts or skills students must have to meet this expectation at each grade level. Should a student beginning in sixth grade spell 100% of words correctly? The standard is very unclear as to what degree it should be measured at each grade level.

## **Montana's response to February 8, 2010 draft "Mathematics Common Core State Standards Initiative"**

Although Montana is the only state that constitutionally mandates educational systems to include American Indians in our educational goals, Montana would hope that all states embrace and include the culture of their unique populations in the implementation of standards. After all, education is a human endeavor with scientific, social and cultural relevance. Relevant cultural context should be addressed in a section placed between the introduction and the section on Serving Students with Special Needs. Suggested language for this section follows.

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As rationales are developed for relevant cultural context in implementing the standards, include ethical and instructional components.

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3. What culturally responsive practices will be used to ensure quality instruction for all students?
4. How will these practices be integrated throughout implementation of the standards?

### **Appreciation**

- ADV label in the 9-12 portions helps us distinguish between what all students need vs. college intending in math related careers.
- The 3-4 critical clusters in the K-8 portion that indicate the instructional focus per grade level is appreciated.
- Mathematical Practices is similar to Montana Performance Descriptors. The value of the Mathematical Practices will be proven if it drives the assessment.
- Because Common Core and Montana Standards are comparable, filling in the gaps seems doable.
- Starting statistics in grade 6 is appropriate and in depth.
- The approach to modeling, embedding it throughout, was a good idea (9-12).
- We like the fact there is more quality and less quantity which is evidence of focused standards.
- The international standards and benchmarks are evident.
- Teachers, as a whole, will not react negatively to these standards.

### **Concerns**

*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.*

- Montana developed its standards with an eye on the NCTM Standards. The Common Core appears to avoid the NCTM direction in the 9-12 portions.
- Vertical progression not evident. This is a must.
- By adding Algebra, there is repetition within the expression, equation and function set of skills. Why compress expression and equation in order to have an Algebra standard? States should determine how to bundle the standards.
- The Progression and Grade Ranges Table is missing. Why, because of inappropriate progressions? (e.g., coordinate geometry only in grade 5) We are eager to have appropriate Progression and Grade Range Table.
- Grain size of skills is inconsistent. (e.g., Grade 8 Geometry (d. Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections.) is left up to interpretation (only dilation from origin or much more). Other skills are very specific. Grain-size and inconsistency are issues due to a lack of connection between Concepts and Skills.
- Grade 8 seems to be a culminating event with all that is included to address the algebra course in 8<sup>th</sup> grade vs. an eighth grade class issue. Good luck on this issue.
- “Lightning bolts” – the once or twice mentioned or infrequent mentioning of something (e.g., concept of zero, technology, etc). We should be teaching with purpose not just dropping something in once or twice.
- 9-12 portions give license to avoid technology! Technology should be strengthened by embedding in same way as modeling.
- Axioms are missing (dropped from last version). Mentioned in Understanding section and then not in concept or skills list.
- YIKES, page 45 has an error – could say non-concurrent lines could be three parallel lines.

### **Recommendations**

- A vertical K-12 progression between the grade levels is crucial as well as a check for gaps and redundancy (e.g., system of equations from 8-9) Montana could fill the gaps if there is a solid vertical as well as horizontal progression.
- Must have technology included. It will be difficult to identify STEM when there is no technology. Technology should be embedded, similar to modeling.
- It is imperative that the math and English/language arts documents have consistent format and use of language, “How to Read this Document” section in mathematics and English/language arts should be parallel.
- The issue with the level of language may be addressed by indicating a distinction between educator and student vocabulary.
- The Common core needs to be written with an understanding that professional development must be followed through and funded.

## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

**PRESENTATION:** Recommend Approval of Chapter 55 Joint Task Force Configuration and Scope of Research

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

**OVERVIEW:** In January of 2010, Board of Public Education (BPE) approved the Superintendent of Public Instruction's recommendations for 1) the general purpose and process of the Chapter 55 review; and 2) the nomination and selection criteria and procedures to appoint members to the Chapter 55 Joint Task Force. During that January meeting, the BPE discussed the need for additional considerations and recommended changes to the approved procedures. The Office of Public Instruction staff, in consultation with the BPE Chair, revised the task force configuration and selection procedures. These revisions are presented to the BPE.

The revised Chapter 55 Joint Task Force configuration and selection procedures are recommended by the Superintendent to the BPE for approval.

This presentation also includes a brief report on the scope of the research guiding the Chapter 55 review.

**REQUESTED DECISION(S):** Recommend approval of Chapter 55 Joint Task Force configuration and selection procedures.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action



February 15, 2010

**ARM Chapter 55 Task Force  
Task Force Membership and Initial Process Time Line**

**I. Composition of Task Force**

**A. Overall 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.

**B. Task Force Leadership**

**Board of Public Education**

- Patty Myers, Board of Public Education Chair (Task Force Co-Chair)
- John Edwards, Accreditation Committee Chair

**Office of Public Instruction**

- Dennis Parman, Deputy Superintendent (Task Force Co-Chair)
- Nancy Coopersmith, Assistant Superintendent

**C. Task Force Membership (number of seats)**

1. **Organization: School Administrators of Montana (1)** Nominees from Organization's Leadership Team
2. **Superintendents (5)** Open Nominations from the Field
3. **High School Principals (2)** Open Nominations from the Field
4. **Middles School/7-8 Principals (1)** Open Nominations from the Field
5. **Elementary Principals (2)** Open Nominations from the Field
6. **Organization: MEA-MFT (1)** Nominees from Organization's Leadership Team
7. **Elementary Teachers (2)** Open Nominations from the Field
8. **Middle School/7-8 Teachers (1)** Open Nominations from the Field
9. **High School Teachers (2)** Open Nominations from the Field
10. **Organization: Montana School Boards Association (1)** Nominees from Organization's Leadership Team
11. **Trustees (2)** Open Nominations from the Field

12. **Organization: Montana Association of County School Superintendents (1)** Nominees from Organization's Leadership Team
13. **County Superintendents (1)** Open Nominations from the Field
14. **Organization: Montana Rural Education Association (1)** Nominees from Organization's Leadership Team
15. **Organization: Montana Small School Alliance (1)** Nominees from Organization's Leadership Team
16. **Organization: Montana Indian Education Alliance (1)** Nominees from Organization's Leadership Team
17. **Organization: Montana PTA (1)** Nominees from Organization's Leadership Team
18. **Certification Standards and Practices Advisory Council (1)** Nomination of a Teacher from the Council
19. **Postsecondary – Montana Council of Deans (1)** Nomination of a Dean from the Council
20. **Montana Virtual Academy (1)** Nomination from the MTVA Leadership Team

**Total Membership: 34**

#### **D. Nomination and Selection Process**

##### **Nomination Process**

Nomination Form: **Electronic Submission**

Due Date for Nominations: **March 12, 2010**

Selection Notification: **March 26, 2010**

#### **E. Discussion on General Parameters and Primary Focus for Task Force – March 30, 2010.**

#### **F. General Process Time Line:**

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

Proposed first meeting date: **April 16, 2010 - Helena**

**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: MARCH 2010**

- PRESENTATION:** Alternative Standard Requests - Recommendations
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Denise Juneau. The report is attached. In addition, Al McMilin will provide a brief overview and history of the alternative to the standard rule prior to the action items.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



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Denise Juneau  
Superintendent

## MEMORANDUM

To: Denise Juneau, State Superintendent  
From: Al Mc Milin, Accreditation Unit Manager  
CC: Linda Peterson, Division Administrator  
Date: February 17, 2010  
Re: Alternative Standard Requests - Recommendations

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### I. Review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards 10.55.709 – Library Media Services and 10.55.710 – Counseling Services.
- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.
- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.
- Each year the workshop will present one of the four library media content and performance standards and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also instruct on the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

### II. The following 3 initial alternative standard requests representing 3 districts and 4 schools have been received and evaluated in accordance with 10.55.604, ARM.

#### Missoula County

Swan Valley Elementary

<u>Swan Valley School</u>	K-6	Current Enrollment: 28
<u>Swan Valley 7-8</u>	7-8	Current Enrollment: 4

Staffing: 5.4 Licensed FTE

*"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."*



## **EXECUTIVE SUMMARY**

**DATE: MARCH 2010**

- PRESENTATION:** 2009-2010 Final Accreditation Recommendations - All Schools
- PRESENTER:** Al Mc Milin  
Accreditation Unit Manager  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education for consideration the final 2009-2010 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. The following documents are attached in support of this item: Annual Montana Accreditation Report, presentation PowerPoint handout, Annual Accreditation Process Calendar, Montana Regional Service Areas Map
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



March 12, 2010

## **ANNUAL ACCREDITATION PROCESS CALENDAR**

The timeline below represents the planned schedule for the basic accreditation process. Any changes in a given year will be communicated to the schools and districts as part of the Annual Data Collection (ADC) packet.

### **July**

- The Office of Public Instruction (OPI) mails a reminder letter to districts that have not submitted the required corrective plan due by August 1 as determined by the annual status determination.

### **August**

- The OPI contacts districts that have not submitted the required corrective plan due August 1 as determined by the annual status determination.
- Workshops are held around the state as needed to review ADC submission requirements and procedures.

### **September**

- Schools receive ADC packet from the OPI.
- The OPI staff begins review of corrective plans.

### **October**

- ADC is electronically submitted to the OPI. Immediately upon submission, a Preliminary Accreditation Report is transmitted electronically to the school and/or district. This report provided preliminary determinations of deviations from the accreditation standards.
- Class schedules for high school and grades 7-8 funded at high school rates are sent by mail to the OPI by schools and districts.

### **November**

- The OPI staff completes review of corrective plans and prepares recommendations for approval or disapproval of the plans for presentation to state Superintendent.

### **December 1**

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report.
- Schools that (1) do not submit a completed ADC by this date or (2) continue to employ non-licensed staff by this date will be recommended for no higher than a deficiency accreditation status for the current year.

## **December**

- The OPI staff meets with the state Superintendent to finalize recommendations for corrective plans including recommendations to move a school to intensive assistance process due to continuing or serious deviations.

## **December/January**

- The OPI staff conducts quality checks on ADC data submitted; reviews any other pertinent information; and prepares accreditation recommendations for the Superintendent

## **January Board of Public Education (BPE) Meeting**

- The state Superintendent makes final recommendations to the BPE for approval or disapproval of corrective plans. Board action is taken on these recommendations.
- State Superintendent makes recommendations to move a school to intensive assistance process due to continuing or serious deviations.

## **February**

- The OPI notifies schools of action taken on corrective plans and on any recommendations to move a school to intensive assistance process due to continuing or serious deviations
- If a school's corrective plan is disapproved the school will be required to submit a new plan for the March BPE meeting.

## **March Board of Public Education Meeting**

- The state Superintendent makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.
- The state Superintendent makes recommendations on re-submitted corrective plans. Board action is taken on these recommendations.

## **April**

- The OPI notifies schools of accreditation status and requirements for submitting applicable corrective plans by August 1.

## **May Board of Public Education Meeting**

- If changes are required in accreditation status determinations due to errors discovered after the accreditation letters go out, an addendum outlining those changes is presented to the BPE.

**The state Superintendent will provide needed updates and recommendations for schools in the intensive assistance process. Due to the nature of the process these updates and recommendations could be necessary at any given BPE meeting.**

## Contact Information for Montana's Regional Service Areas

### **WM - CSPD – Western Montana – Comprehensive System of Personnel Development**

Nancy Marks, WM-CSPD Coordinator  
215 S. 6<sup>th</sup> Street West  
Missoula, MT 59801

(406) 728-2400 Ext 1061  
Email: [admin@cspd.net](mailto:admin@cspd.net)

### **MNCESR – Montana North Central Educational Services Region**

Gaye Genereux, Director  
17555 Coal Mine Road  
Big Sandy, MT 594334

(406) 378-3136  
Email: [gayegenereux@yahoo.com](mailto:gayegenereux@yahoo.com)

### **SMART – Southern Montana Alliance for Resources and Training**

Peggy Azure, Director  
College of Education  
1500 University Drive  
Billings, Mt 59101

(406) 896-5937  
Email: [pazure@msubillings.edu](mailto:pazure@msubillings.edu)

### **PESA – Prairie Educational Service Area**

Karen Pickart, Director  
Box 701  
Glendive, MT 59330

(406) 377-6489  
Email: [pickart@midrivers.com](mailto:pickart@midrivers.com)

### **RESA4U – Regional Education Service Area 4 You**

Rene Holubec, Director  
55 S. Rodney Street  
Helena, MT 59601

(406) 324-2002  
Email: [rholubec@helena.k12.mt.us](mailto:rholubec@helena.k12.mt.us)



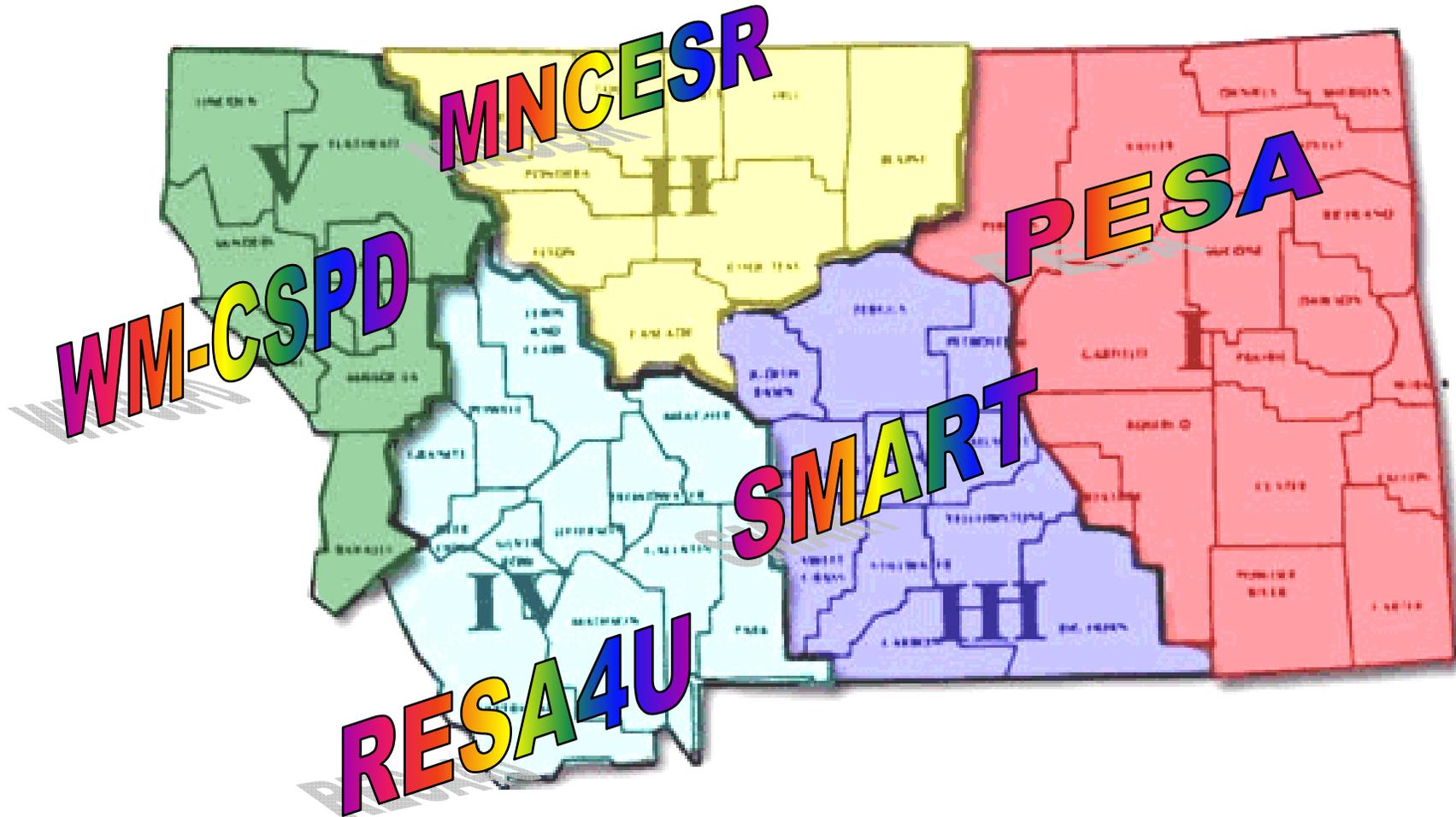
### **OPI Contacts:**

**Al Mc Milin**  
**Kelly Glass**

[amcmilin@mt.gov](mailto:amcmilin@mt.gov)  
[kglass@mt.gov](mailto:kglass@mt.gov)

**(406) 444-4436**  
**(406) 444-0716**

# Montana's Regional Service Areas (RSA) and Comprehensive System of Professional Development Regions (CSPD I-V)



**WM - CSPD – Western Montana – Comprehensive System of Personnel Development**

**MNCESR – Montana North Central Educational Services Region**

**SMART – Southern Montana Alliance for Resources and Training**

**PESA – Prairie Educational Service Area**

**RESA4U – Regional Education Service Area 4 You**

**ITEM 20**

**EXECUTIVE SECRETARY EVALUATION**  
**(CLOSED)**

**Patty Myers and Steve Meloy**

**ITEM 21**

**MSDB SUPERINTENDENT EVALUATION**  
**(CLOSED)**

**Patty Myers and Steve Gettel**

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
March 12, 2010 Meeting**

<b><u>Item</u></b>	<b><u>Presenter</u></b>	<b><u>Time</u></b>
1. Student Enrollment/Evaluation	Informational	
2. Human Resources - Personnel Actions - Addendum to MEA-MFT agreement	Gettel/Sykes	5 min
3. School Improvement - Update on 5 Year CEP and effectiveness report - Update on strategic plan activities	Gettel	10 min
4. Professional Development Activities - Update on in-service training	Informational	
5. MSDB Foundation Activities - Update projects and grants	Informational	
6. Conferences, Meetings and Contacts	Informational	
7. Budget and Finance - Update on budget - Summary of response to Governor's request for budget reductions	Sykes	5 min
8. Facilities and Safety - Update on current projects	Sykes	3 min
9. School Calendar of Events	Informational	
10. Student News and School Events	Informational	
11. Public Comment for Non Agenda Items		

## **PRELIMINARY AGENDA ITEMS**

**May 13-14, 2010**

- **Student Representative Survey Report**
- **CSPAC Appointments**
- **BASE Aid Payment Schedule**
- **Assessment Update**
- **Alternative Standards Request & Renewals**
- **MACIE Update**
- **Federal Update**
- **Establish Executive Salaries**
- **Material and Non-Performance Case**